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ABSTRACT

This calendar of lessons conforms to the New York State syllabus for grades 7-8, United States and New York History, which was officially implemented throughout the state in September 1987. It is a guide to the objectives of the state social studies program, not a prescription for day-to-day lesson plans. United States and New York State History is a chronologically-organized two-year course of study that traces the human experience in the United States from pre-Columbian times to the present, tying major political, economic, and social trends in U.S. history to parallel trends and timeframes in New York State history. References are made to Canada and Mexico where relevant. A social history approach is utilized because of its developmental appropriateness to students in these grades. The course is organized into 12 units to be developed and explored within the two-year timeframe. It builds on and reinforces the skills, concepts, and content understandings introduced in the K-6 program, highlighting the concepts of change, choice, citizenship, culture, diversity, empathy, environment, human rights, identity, interdependence, justice, political systems, power, scarcity, and technology. Within each theme, several issue-oriented lesson aims have been developed. Each is directly related to major ideas, most of which have been taken from the state syllabus. These aims, where possible, have been posed as problems in order to promote students' maximum involvement in the lesson. There are 230 lesson aims and each one includes several student performance objectives. (GEA)

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A CALENDAR OF LESSONS

Seventh/Eighth Grade Social Studies

United States and New York State History

SEPTEMBER 1988

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INTRODUCTION

This calendar of lessons conforms to the New York State syllabus for Grades 7 and 8, United States and New York State History, which was officially implemented throughout the state in September 1987. Just as the syllabus is recommended, not mandated, this calendar of lessons is meant to be used as a guide to the objectives of the state social studies program, not as a prescription for day-to-day lesson plans.

United States and New York State History is a chronologically--organized two-year course of study. The two-year sequence traces the human experience in the United States from pre-Columbian times to the present, tying major political, economic, and social trends in United States history to parallel trends and timeframes in New York State history. References are also made to Canada and Mexico where relevant.

In order to achieve the major goals of the program and the specific course objectives, it is important to present material that is compatible with the abilities and interests of students. In the syllabus for grades 7 and 8 a social history approach is utilized because of its developmental appropriateness to students in these grades.

Social history as an approach to the study of the past is relatively new in history education. It is even newer as an organizing framework for primary and secondary school curricula. By examining a wide range of human activities, and focusing on common people and everyday events, educators can capture the attention and interest of young people who have often characterized the study of history as "boring" and "irrelevant." By focusing on this approach, we can both enliven the teaching of history and spark an interest in learning history. In addition to increasing student interest levels, a social history approach provides students with opportunities for the development of content knowledge, expansion of conceptual frames, and an understanding of the major ideas of the social science. Still another important advantage of using a social history approach is that it demands the inclusion of the history of ALL Americans. The contributions of women, Blacks, Native Americans, and ethnic minorities should be viewed as an integral part of the whole fabric of American life and society.

The course is organized into twelve units of study to be developed and explored within a two-year timeframe. Which units are to be studied in which grades is a matter for local decision makers to resolve based on the needs of students and the available instructional material and resources.

The course of study in grades 7 and 8 is a vital link in the overall goals of the K-12 social studies program. The course builds on, and seeks to reinforce, those skills, concepts, and content understandings introduced in the K-6 program.

This program in grades 7-12 emphasizes the development of concepts and understandings, or major ideas together with subject content. The fifteen concepts to be highlighted are: CHANGE, CHOICE, CITIZENSHIP, CULTURE, DIVERSITY, EMPATHY, ENVIRONMENT, HUMAN RIGHTS, IDENTITY, INTERDEPENDENCE,

JUSTICE, POLITICAL SYSTEM, POWER, SCARCITY, TECHNOLOGY. The major ideas to be developed derive both from the major concepts and from an analysis of relationships between elements of the content being considered.

The two-year experience in grades 7 and 8 will provide students with a solid content base in American history allowing the grade 11 course to do greater justice to the study of the United States as a developing and fully-developed industrial nation. The hemispheric connections revealed by including links to Canada and Mexico will provide students with a model for the global connections they will discover in grades 9 and 10.

Within each theme, a number of issue-oriented lesson aims have been developed. Each one is directly related to major ideas, most of which have been taken from the New York State syllabus. These aims have, where possible, been posed as problems in order to promote youngsters' maximum involvement in the lesson. Problem-centered lessons, by sparking controversy and encouraging students to take and defend positions on given issues, will generate this kind of class involvement.

Seventh Grade Calendar of Lessons

UNIT 1: Global Heritage of the American People Prior to 1500

I. HISTORY AND THE SOCIAL SCIENCES: THE STUDY OF PEOPLE

Aim 1: How do historians put together the story of the past?

Major Ideas:

- An in-depth understanding of human CULTURE can be attained by systematic use of the concepts, content, understandings and skills of history and the social sciences.

Performance Objectives: Students will be able to:

- List each of the social sciences and explore the methods and techniques utilized by each discipline to put together the story of the past.
- Explain differences between case study, statistical analysis, surveys, interviews, use of primary sources, participant-observation.
- Compare and contrast how a CULTURE'S past would be studied by an anthropologist, an historian, a sociologist, a political scientist, a geographer, or a psychologist.
- Evaluate the extent to which the social scientist has been successful in piecing the clues of the past together.

II. GEOGRAPHIC FACTORS INFLUENCE CULTURE

Aim 2: Why did early people move from Asia to the Americas?

Major Ideas:

- Migration of prehistoric peoples throughout North and South America resulted in a widespread settlement and the development of diverse cultural patterns.

Performance Objectives: Students will be able to:

- Trace the migration routes to the Americas alleged to have been taken by early man.
- Explain the theory held by anthropologists that Asians migrated across a land bridge between Asia and the Americas, and the theory held by Native Americans who believe in indigenous development with migration patterns in both directions.
- Evaluate data to determine whether the anthropologist theory is more probably true or more probably false.
- List the reasons early man may have migrated from Asia to the Americas.

Aim 3: How did geography influence the way the earliest Americans lived?

Major Ideas:

- A region's geography influences human settlement patterns and adoption of lifestyles.

Performance Objectives: Students will be able to:

- Review the migratory patterns of early human beings, using maps of Asia and North America.
- Analyze the role played by geographic factors in affecting the settlement patterns and living conditions of the earliest Americans.

Aim 4: To what extent did the Aztecs create a great civilization?

Major Ideas:

- Native American civilization developed levels of TECHNOLOGY that surpassed those of their European contemporaries in a number of ways.

Performance Objectives: Students will be able to:

- Describe the ancient Aztec city of the Tenochtitlan.
- Draw conclusions about the political, economic and social system of the Aztecs from studying primary sources.
- Make a judgment as to whether the Aztecs should have been considered a "superior" civilization.

Aim 5: How did Mayan pyramids reflect the existence of an advanced civilization prior to European colonization?

Major Ideas:

- Native American civilization developed levels of TECHNOLOGY that surpassed those of their European contemporaries in a number of ways.

Performance Objectives: Students will be able to:

- Analyze pictures and drawings to study the TECHNOLOGY used in building Mayan pyramids.
- List the types of skills exhibited in the building of the pyramids, e.g., architecture, engineering, painting, sculpture.
- Make inferences about the impact of Mayan building on other areas, e.g., agriculture, religion, pottery.
- Assess how the Mayan pyramids reflected an advanced civilization.

III. IROQUOIS AND ALGONQUIN CIVILIZATION ON THE ATLANTIC COAST OF NORTH AMERICA

Aim 6: Was the geography of New York State more of a friend or an enemy to Native American settlers?

Major Ideas:

- Geographic conditions in New York State influenced the cultural patterns of its first inhabitants.

Performance Objectives: Students will be able to:

- Describe the geography of New York State which confronted early Algonquin and Iroquois settlers.
- Discuss how ENVIRONMENTAL and geographic factors affected the Algonquin and Iroquois diet.
- Assess the positive and negative influences of geography on the lifestyles of the Iroquois and Algonquins.

Aim 7: How did the Iroquois develop ways of living which reflected their needs and values?

Major Ideas:

- CULTURE is a product of the struggle to meet individual and social needs and wants.

Performance Objectives: Students will be able to:

- Compare and contrast Iroquois beliefs with those religious beliefs of Americans today.
- Discuss the importance to the Iroquois of the laws of nature, the wise use of natural resources and the concept of land ownership.
- Evaluate the extent to which the Iroquois should be considered a religious people.

Aim 8: Was the family as important to the Iroquois as it is to Americans today?

Major Ideas:

. Pre-Columbian Iroquois society was highly organized with family and kinship groupings playing a major role in the social order.

Performance Objectives: Students will be able to:

. Compare and contrast the role of family in Iroquois society of 500 years ago and American society today.

. Describe the role of women and education in the Iroquois society.

. Evaluate whether family life was more important to the Iroquois than it is to us today.

Aim 9: How are Iroquois and Algonquin CULTURES similar and different?

Major Ideas:

. We can tell how a CULTURE viewed the world by examining their spiritual beliefs.

Performance Objectives: Students will be able to:

. Compare and contrast the spiritual beliefs and spatial patterns of the Iroquois and Algonquin.

. Determine the similarities and differences between Iroquois and Algonquin cultures.

. Explain reasons for similarities and differences.

Aim 10: How do the legends of the Iroquois and the Algonquin reflect the history and CULTURE of those people?

Major Ideas:

. The lack of written records created problems for those studying Pre-Columbian CULTURES.

Performance Objectives: Students will be able to:

. Summarize folktales or legends of the Algonquin and Iroquois peoples.

. Explain how those stories reflect some of the basic values of those nations.

. Compare and contrast those Native American values with contemporary ideas and ethical standards.

IV. EUROPEAN CONCEPTIONS OF THE WORLD IN 1500

Aim 11: How accurate was the European view of the world in the year 1500?

Major Ideas:

- Most of what Europeans came to know about the non-European world was interpreted in terms of trade possibilities, religious conversions and/or military conquest, not with EMPATHY or a concern for HUMAN RIGHTS.
- Conclusions drawn on incomplete and/or inaccurate information can often be invalid and misleading.

Performance Objectives: Students will be able to:

- Draw conclusions about European perceptions of the world in the year 1500, based on accounts of early travelers and explorers, maps, and writing of ancient scholars.
- Compare European perceptions of the world in 1500 with accounts and artifacts produced by non-Europeans.
- Evaluate the accuracy of the European view of the world in the year 1500.

UNIT 2: European Exploration and colonization of the Americas

I. EUROPEAN EXPLORATION AND SETTLEMENT

Aim 12: Was the European settlement of America caused more by greed than by the spirit of adventure?

Major Ideas:

- Certain conditions create a desire for migration. Some factors push people away from their homelands, while others pull them to specific destinations.

Performance Objectives: Students will be able to:

- Discuss the factors which motivated Europeans to immigrate to North America and continue its settlement (e.g., improved navigational equipment).
- Explain the role of missionaries in the European settlement of North America.
- Determine the importance of winning trade markets and the search for gold.
- Take and defend a position as to whether greed or adventure led to the settlement of North America.

Aim 13: How much credit should Columbus receive for the discovery of the new world?

Major Ideas:

- European nations explored and settled the Americas for a variety of reasons and with diverse goals.

Performance Objectives: Students will be able to:

- Explain the reasons that motivated Columbus to explore the new world.
- Discuss the hardships faced by Columbus on his voyages.
- Analyze the viewpoints of historians as to the actual discovery of the new world.
- Take and defend a position as to whether Columbus should be given credit for his "discovery."

Aim 14: How did geographic factors influence European exploration and settlement in North and South America?

Major Ideas:

- Physical geography is important in determining initial locations of settlements.
- Human factors influence the extent and density of settlement.

Performance Objectives: Students will be able to:

- List the major explorers, the countries for which they explored and the areas of the new world which they claimed.
- Trace the settlement patterns and land claims of the French, English, Spanish, Portuguese and Dutch during the 16th, 17th and 18th centuries.
- Explain the impact of weather and geography on Atlantic crossings.
- Make a judgment as to the impact of geographic factors on each nation's decision to establish settlements in the new world.

Aim 15: Did the meeting of Europeans and Native Americans CHANGE the lives of each for the better?

Major Ideas:

- Anthropologists believe that when two or more cultures meet, one or both of them will CHANGE.

Performance Objectives: Students will be able to:

- List the social, economic and political differences between the Europeans and Native Americans, e.g., local ruling bodies, attitude toward physical labor, land ownership.
- Discuss the impact of European colonization on the introduction of new diseases to the Americas.
- Compare and contrast the foodstuffs eaten by Europeans and Native Americas before and after colonization.
- Evaluate the impact of European influence on the lives of Native Americans.

Aim 16: How did ideas about land ownership lead to problems between Native Americans and Europeans?

Major Ideas:

- Contact between explorers and Native Americans was influenced by the differences in their cultures, their POLITICAL SYSTEMS, the values they placed on scarce resources, and their levels of technological advancement.

Performance Objectives: Students will be able to:

- Describe the reasons for conflict that existed between Native Americans and Europeans.
- Explain the importance of land to Native American lifestyles.
- Explain the reasons for the misunderstanding over land ownership between European settlers and Native Americans.

Aim 17: Were Native Americans or the colonists more responsible for the fighting between them?

Major Ideas:

- Differences between colonists and Native Americans proved to be significant.

Performance Objectives: Students will be able to:

- Discuss the major clashes between Native Americans and the colonists.
- Analyze the arguments advocating that the Native Americans were responsible for clashes with the colonists.
- Analyze the arguments advocating that the colonists were responsible for clashes with Native Americans.
- Make a judgment as to whether Native Americans or colonists were responsible for fighting between them.

II. COLONIAL SETTLEMENT: GEOGRAPHIC, POLITICAL AND ECONOMIC FACTORS

Aim 18: Why did the Dutch and the English come into conflict over New York State?

Major Ideas:

- Europeans were attracted to the rich resources of New York State.

Performance Objectives: Students will be able to:

- Define and explain the importance of the following: New Netherland, Dutch West India Company, Peter Stuyvesant, Patroons.
- Compare and contrast the motives for English and Dutch colonization.
- Analyze the reasons for the conflict between the Dutch and English.

Aim 19: To what extent was the economic development of the colonists dependent on their geography?

Major Ideas

- Geographic factors influenced the development of a unique economic pattern within the individual colonies and region.

Performance Objectives: Students will be able to:

- Identify the original thirteen colonies on a map.
- Compare and contrast the unique geographic and economic characteristics of the New England, Middle Atlantic and Southern colonies.
- Evaluate the factors which contributed the most to the economic development of the colony (e.g., weather, soil, harbors, availability of rivers, forests.)

III. LIFE IN COLONIAL COMMUNITIES

Aim 20: How democratic were the American colonies?

Major Ideas:

- **Because of unique situations, each community developed an economic and political structure that reflected its own needs, wants and values.**

Performance Objectives: Students will be able to:

- **Identify criteria that characterize a democracy.**
- **Describe advances towards democracy made in the colonies (e.g., Mayflower Compact, Fundamental Orders of Connecticut, New England Town Meetings, Religious Freedoms, etc.)**
- **Discuss limitations of colonial democracy e.g., religious and property qualifications for voting, legality of slavery, and lack of voting rights for women.**
- **Make a judgment as to the degree which democracy existed in the different colonies.**

Aim 21: Could the Southern colonies have prospered without slavery?

Major Ideas:

- **Geographic factors influenced the development of the unique POLITICAL SYSTEMS and economic patterns within the individual colonies and regions.**

Performance Objectives: Students will be able to:

- **Define the difference between indentured servants and slaves.**
- **Explain the reasons for slavery becoming an important economic factor in the southern colonies (e.g., discovery of the Cotton Gin).**
- **Evaluate the degree to which slavery was needed for economic prosperity (geographic conditions, landholding system, travel, communication, labor)**

Aim 22: Was Colonial America a land of opportunity for working people?

Major Ideas:

. Labor and work patterns demanded cooperation and a strong work ethic.

Performance Objectives: Students will be able to:

. Discuss the effects that harsh living conditions demanded cooperation and strong work ethic.

. Make inferences about the impact that the abundance of land and the SCARCITY of labor had on the colonists.

. Describe the various employment opportunities which existed for the colonists.

. Assess whether colonial America was a land of opportunity for the laboring classes.

Aim 23: Why was the family such an important institution in colonial America?

Major Ideas:

. Colonists drew on their European traditions to establish the family as the basic social unit in their new communities.

Performance Objectives: Students will be able to:

. Define a nuclear family.

. Compare and contrast colonial family life with the Iroquois family, and family life today.

. Discuss the different and changing roles of family members.

. Analyze the reasons for the importance of the family unit in colonial times.

Aim 24: How far did women have to go to achieve equality with men in colonial America?

Major Ideas:

- Home and family conditions led to inequality of opportunity for colonial women.

Performance Objectives: Students will be able to:

- Explain the impact existing societal values had on colonial women. (e.g., large families, parental consent for marriage, early marriage).
- Discuss the role of women in colonial America.
- Discuss restrictions placed on women in colonial America.
- Take a position as to whether equality in the working world was possible for colonial women.

Aim 25: How well were students in colonial America educated?

Major Ideas:

- Many communities tend to emphasize order and stability at the expense of equality and privacy.

Performance Objectives: Students will be able to:

- Describe the role played by religion in colonial schools.
- Discuss rules and punishments applied to students in colonial schools.
- Compare and contrast the activities in a colonial school with schools today.
- Analyze the positive and negative aspects of schools in colonial America.

Aim 26: To what extent was religion important in colonial America?

Major Ideas:

- Religious thought was a major factor in the development of many communities.

Peformance Objectives: Students will be able to:

- Discuss the role played by religious groups (e.g., Puritans, Quakers) and leaders (e.g., Anne Hutchinson, Lord Baltimore, Roger Williams.)
- Describe the role religion played in various aspects of colonial life (e.g., education, government, business etc.)
- Analyze the impact that the religious emphasis played on the development of colonial life.

Aim 27: To what extent are Puritan values still alive in America today?

Major Ideas:

- Many communities tended to emphasize order and stability at the expense of equality and privacy.

Performance Objectives: Students will be able to:

- List values championed by the puritans e.g., individualism, success, hard work, education, family.
- Define puritanism.
- Analyze the extent to which Puritan values are still reflected in American thought and culture today.

UNIT 3: A Nation is Created

I. BACKGROUND CAUSES OF THE AMERICAN REVOLUTION

Aim 28: Was the English role harmful to the economic growth of the colonies?

Major Ideas:

- Many colonial business people resented the lack of opportunity to compete fairly with their British counterparts.

Performance Objectives: Students will be able to:

- Define mercantilism, salutary neglect, enumerated articles and balance of trade and discuss the effects these actions had on colonists.
- Analyze the advantages and disadvantages of English rule on colonial America.
- Take and defend a position on the issue: Was English colonial rule harmful to colonial enterprise?

II. THE SHIFT FROM PROTEST TO SEPARATION

Aim 29: Were the British controls over the colonies after the French and Indian War justified?

Major Ideas:

- British political leaders may have erred as they attempted to manage their colonies but they generally believed they were doing the right things for the right reasons.

Performance Objectives: Students will be able to:

- Describe the impact that the French and Indian war had on Great Britain and colonial America.
- Discuss the British response to conditions existing after the French and Indian War (i.e., end to salutary neglect, Proclamation of 1763, Sugar Act, Stamp Act and restrictions on colonial legislatures).
- Evaluate the fairness of the new British controls over colonial America.

Aim 30: How important was the Zenger Trial in increasing colonial democracy?

Major Ideas:

- New British legislative policies and their enforcement in New York antagonized many Americans and resulted in conflict and in political expressions of freedom.

Performance Objectives: Students will be able to:

- Explain the charges against Peter Zenger.
- Assess the validity of the arguments for the prosecution and defense in the Zenger trial.
- Evaluate the proposition that the Zenger trial helped to establish the principle of freedom of the press.

Aim 31: How far should the colonists have gone in response to the British controls after the French and Indian War?

Major Ideas:

- British taxation and legislative policy acted to widen the rift between the mother country and its colonies.

Performance Objectives: Students will be able to:

- Assess the impact of the new taxes (Stamp Act, Intolerable Acts) on various colonial groups such as: farmers, frontiersmen, businessmen)
- Analyze the importance and justification of the colonial reaction to new British policies (e.g. Sons of Liberty, Boston Tea Party.)
- Make a judgment as to whether colonists went too far in response to new British controls against the colonies.

Aim 32: To what extent were American colonists united in their views toward independence?

Major Idea:

- Not all American colonists supported the patriots' attempts to win political and economic independence.

Performance Objectives: Students will be able to:

- Discuss the views towards independence of Benjamin Franklin, Thomas Paine, Samuel Adams, Patrick Henry.
- Analyze arguments of those who favored remaining loyal to Great Britain (e.g., American colonists in Canada).
- Take a position for or against independence from Great Britain.

III. EARLY ATTEMPTS TO GOVERN THE NEWLY INDEPENDENT STATES

Aim 33: Was the Declaration of Independence a plan for democracy or a justification for rebellion?

Major Ideas:

- Independence is one of the most cherished American ideals.

Performance Objectives: Students will be able to:

- Explain the major ideas of the Declaration of Independence.
- Discuss the democratic ideals enunciated in the Declaration of Independence.
- Evaluate the extent to which the ideals of the Declaration of Independence have been achieved.
- Take a position as to whether the Declaration of Independence was a justification for rebellion or a plan for democratic ideals.

Aim 34: Did New York State deal effectively with the problems resulting from independence?

Major Ideas:

- Congress attempted to establish a Republican form of government in each state to lay the ground work for the evolving federal system.
- Local and state governments paid more attention to local and state problems and issues.

Performance Objectives: Students will be able to:

- Describe the problems independence created for New Yorkers e.g., organizing a new state government, economic and political problems, the slavery issue, recruitment of soldiers.
- Compare and contrast the ideals in the New York State Constitution with the ideals in the Declaration of Independence.
- Compare and contrast how other states handled problems faced as a result of independence.
- Determine how successful New York State was in handling problems resulting from independence.

IV. MILITARY AND POLITICAL ASPECTS OF THE REVOLUTION

Aim 35: How much did the American Revolution affect the lives of the colonists?

Major Ideas:

- The importance of sectional interests was supplanted by a need for cooperation in the war effort resulting in greater independence.
- Individual CHOICE often led to divisions within families and communities.

Performance Objectives: Students will be able to:

- Discuss the significance of the Revolutionary War on the participants e.g., New Yorkers, family members who remained home, soldiers in battle, farmers, businessmen, merchants and Canadians.
- Evaluate the importance of Washington's leadership.
- Explain the impact of the war on soldiers on both sides.

Aim 36: Should Canada have joined the other North American colonies in rebelling against the British crown?

Major Ideas:

- Not all American colonists supported the patriots' attempts to win political and economic independence.

Performance Objectives: Students will be able to:

- Describe the strategies used by the 13 colonies to induce their Canadian neighbors to join them in their rebellion against Great Britain.
- List the advantages and disadvantages of independence from the Canadian point of view.
- Analyze the reasons why Canadians remained loyal to England.

Aim 37: Can we determine the most important factor leading to the American victory in the Revolution?

Major Ideas:

- The outcome of the war was influenced by many factors.
- The American Revolution began and proceeded haphazardly. Its patterns are clearer in retrospect than they were to the people directly involved.

Performance Objectives: Students will be able to:

- Assess the advantages and disadvantages of Great Britain and the American colonies. (e.g, geography, leadership, foreign aid, volunteers, allocation of resources, mercenaries).
- Discuss the role of key personalities, (e.g., Benedict Arnold, George Washington, Ethan Allen and General Burgoyne).
- Make a judgment as to the crucial factor influencing the outcome of the Revolutionary War.

Aim 38: How much did minorities contribute to the American victory in the Revolution?

Major Ideas:

- Women, Blacks, Native Americans and others contributed to the outcome of the war.

Performance Objectives: Students will be able to:

- Discuss the contributions of women, Blacks, and Native Americans in the American Revolution.
- Assess the importance of leaders like Haym Solomon and Robert Morris.
- Evaluate the impact of the different minorities, volunteers, foreign aid and the human factor in reaching a victorious outcome.
- Explain reasons for the role of minorities and women in the revolution being overlooked.

V. ECONOMIC, POLITICAL AND SOCIAL CHANGES BROUGHT ABOUT BY THE AMERICAN REVOLUTION

Aim 39: How revolutionary was the American Revolution?

Major Ideas:

- Victory over Britain in the Revolutionary War produced few immediate CHANGES. More significant developments took a longer time to mature.

Performance Objectives: Students will be able to:

- List the political, social and economic CHANGES brought about as a result of the American Revolution.
- Analyze the CHANGES resulting from the Revolutionary War from the perspective of a democratic standard.
- Evaluate the degree to which the American Revolution resulted in revolutionary CHANGES.

Aim 40: How much of a CHANGE did New York State experience as a result of the American Revolution?

Major Ideas:

- The future of New York was determined by its response to the CHANGES wrought by the Revolution.
- Loyalty to the nation became more important while loyalty to the local community and state became less important but remained significant.

Performance Objectives: Students will be able to:

- Make inferences about the impact on New York State by inflation and isolation from world markets.
- Determine the effect of the Revolution on the Iroquois Confederacy.
- Discuss the treatment of the loyalists after the Revolution.
- Analyze the extent of CHANGE in New York State emanating from the Revolution.

Aim 41: Did the American Revolution have worldwide impact?

Major Ideas:

- **The political ideology of the American Revolution prompted immediate as well as long-term concern for political freedom and HUMAN RIGHTS issues in many places throughout the world.**

Performance Objectives: Students will be able to:

- **Analyse the degree to which the American Revolution fueled events in France in 1789.**
- **Assess the impact that revolutionary leaders in South America drew from American ideas.**
- **Evaluate the validity of the statement "The American Revolution served as a model for Revolutions around the world."**

UNIT 4: Experiments in Government

I. THE ARTICLES OF CONFEDERATION AND THE CRITICAL PERIOD

Aim 42: How did the Articles of Confederation help govern the new nation?

Major Ideas:

. The United States under the Articles of Confederation was a loose union of independent semi-nations bound together in a "league of friendship."

Performance Objectives: Students will be able to:

. Enumerate the problems faced by the new nation after the Revolution.

. Compare and contrast the POWERS of the states and national government under the Articles of Confederation.

. Evaluate the strengths and weaknesses in the structure of the government under the Articles of Confederation.

Aim 43: How did weaknesses in the Articles of Confederation create major problems during the Critical Period?

Major ideas:

. The Articles of Confederation had several major weaknesses which greatly limited its success in governing the new nation.

Performance Objectives: Students will be able to:

. List the weaknesses of the Articles of Confederation.

. Assess the impact of these weaknesses on the average American (e.g., the farmer, the businessman, the debtor, the militiaman, and the banker).

. Evaluate how the weaknesses in the Articles of Confederation created the "Critical Period."

Aim 44: Did the Northwest Ordinance help build a stronger America?

Major Ideas:

- Under the Articles of Confederation the concept of common CITIZENSHIP in one nation-state shared by the citizen of several states was developed.

Performance Objectives: Students will be able to:

- Describe the major features of the Northwest Ordinance.
- Describe the impact of the Northwest Ordinance on the future development of the United States in such areas as: slavery, public education, HUMAN RIGHTS and the admission of states into the Union.
- Evaluate the degree to which the Northwest Ordinance contributed to the development of the United States.

II. THE NEW YORK STATE CONSTITUTION OF 1777

Aim 45: How effective was the New York State Constitution as a plan of government?

Major Ideas:

- The state as a political entity assumed a somewhat different meaning with the birth of the United States. Instead of having virtually the same meaning as nation, it came to mean in our context, a semi-autonomous unit within a nation.
- The tradition of a bicameral legislature was included in original New York State Constitution as were many of the rights included in the Bill of Rights.
- The first New York State Constitution served, along with a number of other documents, as a model for the development of the United States Constitution.

Performance Objectives: Students will be able to:

- Compare and contrast the POWERS of the state in the early national period with the POWERS of the state today.
- Outline the structure of the early New York state government: (bicameral legislature, governor with limited authority, state courts, rights and liberties.)
- Describe the impact of the New York State Constitution on its citizens
- Compare and contrast this state plan with the Articles of Confederation.
- Evaluate the New York State Constitution as a model for state government.

Aim 46: Was the New York State Constitution of 1777 a democratic document?

Major Ideas:

- Many of those rights not included in the United States Constitution until the Bill of Rights was added, were written into the original New York State Constitution.

Performance Objectives: Students will be able to:

- Compare and contrast the Articles of Confederation with the New York State Constitution of 1777.
- Trace the influence of the New York document on the Federal Constitution written a decade later.
- Assess to what degree working people, women and minorities were accorded full CITIZENSHIP rights under the New York State Constitution of 1777.

III. THE WRITING, STRUCTURE AND ADOPTION OF THE UNITED STATES CONSTITUTION

Aim 47: To what extent was democracy compromised at the Constitutional Convention?

Major Ideas:

- The unusual concentration of talent and leadership present in the early years of the United States was a major factor in the successful launching of the new nation.
- The government established by the United States Constitution combines strength and limitations with an upward rather than downward flow of POWER.
- The Constitution has often been described as a "bundle of compromises" a quality which is part of the document's strength.

Performance Objectives: Students will be able to:

- List the major issues confronting delegates at the Constitutional convention.
- Suggest possible compromises to resolve major issues at the constitutional convention.
- Evaluate the strengths and/or weaknesses of the Great Compromise, 3/5 compromise and commercial compromise or export duties.
- Evaluate the extent to which democracy was compromised at the Constitutional convention.

Aim 48: Did the "We The People" of the United States constitution include women and minorities?

Major Ideas:

- A republican form of government emerged to place the citizens at the focal point of a new and unique democracy.

Performance Objectives: Students will be able to:

- Assess the degree to which women and minorities were given political rights under the Constitution.
- Discuss the reasons why they did not enjoy the full rights of citizens.
- Discuss whether the Constitution of the United States in its original form could have been called a democratic document.

Aim 49: Does the "separation of powers" in the United States Constitution provide an effective check against tyranny?

Major Ideas:

- The United States Constitution was an advanced revolutionary plan of government in its time and remains so today.

Performance Objectives: Students will be able to:

- Define separation of POWERS, legislative, executive and judicial branches, and checks and balances.
- Describe the POWERS of each branch of the national government and cite the checks each branch of government has on the other.
- Explain the justification for the separation of POWERS as a means of reducing the possibility of tyranny by one branch of government.
- Examine the separation of POWERS in the United States today to determine whether any branches are becoming too powerful.
- Evaluate whether separation of POWERS is an effective check against tyranny.

Aim 50: Was the Bill of Rights a necessary addition to the Constitution?

Major ideas:

- The Bill of Rights confirms the belief in human dignity, liberty, JUSTICE and equality.
- The Bill of Rights confirm the concept of a limited government.

Performance Objectives: Students will be able to:

- Discuss reasons for the addition of the Bill of Rights to the original Constitution.
- Explain how individual liberties are protected by the Bill of Rights.
- Assess the impact of the Bill of Rights on both citizens of the new nation and citizens today.
- Evaluate whether the Bill of Rights was a necessary addition to the Constitution.

Aim 51: Does the Constitution provide the Congress with enough power to do its job?

Major Ideas:

. The United States Constitution states the purpose, functions and limitations of the federal government.

Performance Objectives:

. Describe the POWERS of the Congress as outlined in Article I of the Constitution.

. Compare and contrast the House of Representatives and the Senate.

. Trace the steps showing how a bill becomes a law.

. Evaluate the effectiveness of Congress as outlined by the Constitution.

Aim 52: Was the development of an "unwritten constitution" necessary?

Major Ideas:

. As American society CHANGED, a series of practices and procedures evolved into an "unwritten constitution."

Performance Objectives: Students will be able to:

. Define and give examples of the unwritten constitution.

. Analyze impact of features of the unwritten constitution (e.g., political parties, congressional committees and the President's cabinet) on our government.

. Explain the conditions that led to the evolution of an "unwritten constitution."

Aim 53: Has the elastic clause "stretched" Congress' power too much?

Major Idea:

. The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodate CHANGES in American society.

Performance Objectives: Students will be able to:

. Define "the elastic" clause.

. Explain how the elastic clause has made the constitution a flexible document.

. Cite examples of congressional actions derived from the elastic clause.

. Evaluate whether the elastic clause has given Congress too much POWER.

Aim 54: Can any American become President of the United States?

Major Ideas:

. The United States Constitution states the purpose, functions and limitations of the Federal government.

Performance Objectives: Students will be able to:

. Describe the formal Constitutional requirements for becoming President of the United States.

. Analyze the informal requirements for the presidency.

. Take a position if any qualified American has a reasonable chance of being elected President of the United States.

Aim 55: Does the president have too much POWER?

Major Ideas:

. The United States Constitution states the purposes, functions and limitations of the federal government.

Performance Objectives: Students will be able to:

. List the major POWERS of the President as outlined in the Constitution.

. Describe the various "hats" worn by the President and evaluate their relative importance.

. Analyze the advantages and disadvantages of bestowing the President with a great deal of power.

. Evaluate whether the President has too much power.

Aim 56: How does the Supreme Court uphold the principles of the Constitution?

Major Ideas:

. The Constitution represents the embodiment of the belief in human dignity, liberty, JUSTICE and EQUALITY in theory, but not always in practice.

Performance Ideas: Students will be able to:

. List the responsibilities of the judicial branch as outlined in Article III of the Constitution.

. Define judicial review, appeal, writ of certiorari.

. Cite examples of how the Court's decisions have affected Americans (e.g., Brown v. Board of Education, Miranda, Plessy v. Ferguson.)

. Evaluate whether the Supreme Court has upheld the principles of the Constitution.

Aim 57: Is it too difficult to CHANGE the Constitution?

Major Ideas:

. The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodate CHANGES in American society.

Performance Objectives: Students will be able to:

. List the ways of amending the Constitution and ratifying the amendments.

. Discuss the reasons for the relatively few amendments to the United States Constitution.

. Evaluate whether the stringent amendment process is a positive or negative feature of the constitution.

Aim 58: How fair is the partnership between state and federal governments?

Major Ideas:

- The government established by the United States Constitution combines strength and limitations, with an upward rather than downward flow of POWER.
- The United States Constitution states the purposes, functions and limitations of the federal government.

Performance Objectives: Students will be able to:

- Define reserved, delegated and shared POWERS.
- Compare and contrast the POWERS of the state and federal governments.
- Predict possible conflicts between the state and federal governments.
- Evaluate the nature of the partnership between state and federal governments.

Aim 59: Was the opposition to the Constitution in New York State justified?

Major Idea:

- Acceptance of the Constitution by the states was by no means certain, and difficult to achieve in several cases.

Performance Objectives: Students will be able to:

- Explain the reasons for the opposition to ratifying the Federal Constitution in New York State.
- Describe the role played by the writers of the Federalist papers in gaining support in New York State for the ratification of the Constitution.
- Evaluate the justification for the opposition to the Constitution.

UNIT 5: Life in the New Nation

I. New Government in Operation

Aim 60: How effective was President Washington in keeping the United States neutral in its foreign affairs?

Major Ideas:

- The early years of the new nation saw a series of challenges to her stability and her existence.

Performance Objectives: Students will be able to:

- Discuss President Washington's foreign policy of neutrality.
- Identify: Genet Affair, Jay's Treaty, Pinckney's Treaty, Treaty of Fort Greenville.
- Evaluate various courses of action for the new nation in dealing with foreign countries.
- Evaluate the effectiveness of Washington's foreign policy stressing neutrality.

Aim 61: Did George Washington's farewell address provide good advice to the new nation?

Major Idea:

- Until the outbreak of World War I, the United States tried to maintain a policy of noninvolvement in European political affairs.

Performance Objectives: Students will be able to:

- Define isolation and neutrality.
- Discuss the key points in Washington's farewell advice.
- Compare and contrast American policy of isolation and neutrality in Washington's times and today.
- Evaluate whether Washington's farewell advice was helpful to the new nation.

Aim 62: Would Alexander Hamilton's economic advice to the new nation be good advice for the United States today?

Major Ideas:

. The early years of the new nation saw a series of challenges to her stability and existence.

Performance Objectives: Students will be able to:

. Describe the significant elements of Alexander Hamilton's economic plan.

. Analyse the impact of Hamilton's economic plan on various Americans: small businessmen, farmers, wealthy merchants.

. Evaluate the strength and weaknesses of the plan in solving the new nation's immediate financial problem.

. Assess whether Hamilton's plan guided the United States in the right economic direction.

Aim 63: Did the organisation of political parties do more good than harm for the young nation?

Major Ideas:

. Victory in the Revolution helped ensure the idea that this was a republic wherein each citizen had obligations and a duty to participate in the POLITICAL SYSTEM.

. For much of the nineteenth century, the only important politics were local politics because national parties had few national issues to deal with.

Performance Objectives: Students will be able to:

. Trace the growth of political parties in the new nation (Federalists, Democratic-Republicans)

. Compare and contrast the role of political parties in the days of the new nation and today.

. Analyze the positive and negative features of political parties.

. Evaluate whether the political party was good or bad for the young nation.

Aim 64: Should the election of 1800 have been called a revolution?

Major Ideas:

- The early years of the new nation saw a series of challenges to her stability and existence.

Performance Objectives: Students will be able to:

- Identify the issues contested by the Federalist and the Democratic-Republicans in 1800.
- Explain the CHANGES that had to be made in the political process as a result of the election.
- Evaluate Jefferson's inaugural promise for harmony.
- Evaluate whether the election of 1800 was a revolution or the framework for peaceful CHANGE.

Aim 65: How did John Marshall shape the role of the Supreme Court?

Major Ideas:

- The United States Constitution has endured, with relatively few modifications, because of built-in procedures which accommodate CHANGES in American society.
- As American society CHANGED, a series of practices and procedures evolved into an "unwritten constitution."

Performance Objectives: Students will be able to:

- Identify judicial review.
- Cite key issues in Marbury v. Madison, McCulloch v. Maryland.
- Identify the long-term consequences of the Marbury v. Madison decision.
- Evaluate how Marshall's decisions shaped the role of the Supreme Court.

Aim 66: How wise a purchase was the Louisiana Territory?

Major Ideas:

- The first years of the new nation saw a series of trials and tribulations which vastly expanded the country's territorial boundaries and helped establish future goals and practices.

Performance Objectives: Students will be able to:

- Locate the Louisiana Territory and identify the new boundaries of the United States.
- Analyze the constitutional question related to the purchase of the Louisiana Territory.
- Evaluate the importance of the Louisiana Purchase in the future development of the United States.
- Give their opinion on the wisdom of the purchase of the Louisiana Territory.

Aim 67: Was the United States justified fighting in the War of 1812?

Major Idea:

- Despite the fact that the War of 1812 was a peculiar war in terms of its issues, it made America a stronger and more unified nation.

Performance Objectives: Students will be able to:

- Identify the reasons for American entry into the War of 1812.
- Analyze other alternatives to war for resolving United States differences with Great Britain.
- Interpret the Treaty of Ghent, and determine if America won anything as a result of the war.
- Evaluate whether Americans were too eager to enter into war against England in 1812.

Aim 68: How did the War of 1812 affect Americans' pride in their nation?

Major Ideas:

- Despite the fact that the War of 1812 was a peculiar war in terms of its issues, it made America a stronger and more unified nation.

Performance Objectives: Students will be able to:

- Identify examples of nationalistic spirit that resulted from the War of 1812 (e.g., Era of Good Feeling, economic expansion etc.).
- Evaluate the importance of developing national pride and symbols for the future of America (e.g. "Star Spangled Banner").
- Assess the impact of the War of 1812 on Americans' pride in their nation.

Aim 69: Was the United States justified in issuing the Monroe Doctrine?

Major Ideas:

- In an attempt to reinforce a rising national spirit. American leaders issued unenforceable warnings to much stronger European POWERS.

Peformance Objectives: Students will be able to:

- Describe the circumstances in Europe and Latin America which led the United States to issue the Monroe Doctrine.
- Explain the major provisions of the Monroe Doctrine.
- Analyze the short and long range impact of the doctrine on the interests of the United States, Europe and Latin America.
- Determine whose interests were better served by the Monroe Doctrine: the United States or Latin America.
- Evaluate the justification of the United States for issuing the doctrine.

II. THE AGE OF JACKSON

Aim 70: To what extent did "Manifest Destiny" give America the right to expand its borders?

Major Ideas:

- During the age of Jackson, Americans developed a strong sense of ethnocentric nationalism.

Performance Objectives: Students will be able to:

- Identify the term "Manifest Destiny".
- Discuss reasons Americans gave for expanding westward.
- Locate the United States' territorial acquisitions to 1840.
- Compare the impact of the westward movement on: pioneers, businessmen, Indians, Blacks, soldiers.
- Evaluate whether the idea of "Manifest Destiny" gave America the right to expand its borders.

Aim 71: Did Jackson's election represent a victory for the common man?

Major Ideas:

- The election of Jackson to the presidency ushered in a new era of American political, economic and social development.
- While suffrage was expanded to include most adult white males, it was not extended to include women, Blacks, or Native Americans.

Performance Objectives: Students will be able to:

- Describe the personality and programs supported by Andrew Jackson in the election of 1828.
- Analyze the groups for which the Jackson candidacy had the greatest appeal.
- Explain why many people perceived Jackson to be the common man's president.
- Evaluate the degree to which Jackson's victory was a victory for the common man.

Aim 72: **Should a state have the right to ignore the laws of the national government? (case study: the Tariff Crisis of 1828)**

Major Ideas:

- The election of Jackson to the presidency ushered in a new era of American political, economic and social development.

Performance Objectives: Students will be able to:

- Define sectionalism, nullification, and the Tariff of Abomination.
- Discuss how the tariff of 1828 heightened the sectional conflict between North and South.
- Evaluate South Carolina's response to the Tariff of Abomination.
- List arguments favoring and opposing Jackson's stand and actions regarding the tariff.
- Take and defend a position or whether a state should ever have the right to ignore the laws of the national government.

Aim 73: **Did Jackson's policies toward Native Americans serve America's best interests?**

Major Ideas:

- Throughout this period government policy toward Native Americans showed little EMPATHY and even less regard for HUMAN RIGHTS.

Performance Objectives: Students will be able to:

- Identify Jackson's position in the Seminole War and in the forced removal of Native Americans (1820-1840).
- List alternatives to resolving the problem between the Georgia settlers and the local Native Americans.
- Evaluate whether Jackson's policy toward Native Americans was in America's best interests.

Aim 74: Was Jackson a democrat or a dictator?

Major Ideas:

- The election of Jackson to the presidency ushered in a new era of American political, economic and social development.

Performance Objectives: Students will be able to:

- Identify the reasons why Jackson is associated with the "common man."
- Discuss reasons why Jackson is viewed as the common man's president.
- Evaluate Jackson's use of presidential POWER in such areas as his veto of the National Bank, spoils system, tariff of 1828, etc.
- Take a stand as to whether Jackson was a democrat or a dictator.

Aim 75: How did Texas' entry into the United States cause conflict between the North and South?

Major Ideas:

- The election of Jackson to the presidency ushered in a new era in American political, economic and social development.

Peformance Objectives: Students will be able to:

- Analyze the impact on the North and South of Texas' entry into the United States.
- Describe the impact of Texas' entry to the union on Mexico, slave owners, and abolitionists.
- Evaluate the extent to which the addition of Texas to the Union would cause conflict.

Aim 76: How successful was the suffrage movement in making the United States a more democratic nation?

Major Ideas:

- **While suffrage was expanded to include most adult white males, it was not extended to include women, Blacks, or Native Americans.**
- **Attempts to correct flaws in the American character highlighted the reform movements of the Jackson Era.**

Performance Objectives: Students will be able to:

- **Identify the goals of the suffrage movement during the Jacksonian era.**
- **Describe attempts to expand the franchise on merchants, poor farmers, women, free Blacks, or slaves.**
- **Evaluate the success of the suffrage movement on making the United States a more democratic nation.**

Aim 77: Did Nat Turner's revolt help or hurt the anti-slavery movement?

Major ideas:

- **Attempts to correct flaws in the American character highlighted the reform movements of the Jacksonian era.**
- **Although slavery affected many social institutions, its greatest harm lay in its denial of basic, HUMAN RIGHTS.**

Performance Objectives: Students will be able to:

- **Describe the events related to Nat Turner's rebellion.**
- **Analyze the reaction to Nat Turner's rebellion by: slaves, masters, government officials in the North and South, abolitionists, and white citizens in the North and South.**
- **Discuss the results of Turner's rebellion on the lives of slaves.**
- **Evaluate whether Nat Turner's revolt helped or hurt the abolitionist movement.**

Aim 78: **Did the humanitarian reforms of the Jackson Era do enough to improve peoples' lives?**

- Attempts to correct flaws is the American character highlighted the reform movements of the Jackson Era.

Performance Objectives: Students will be able to:

- Discuss the contributions of Dorothea Dix, Horace Mann, Elizabeth Cady Stanton to the humanitarian reform movements of the Jackson Era.
- Describe the relationship between the reform movement and the changing social climate of the Jackson Era.
- Evaluate the effectiveness of the reform movement in changing people's lives.

Aim 79: **To what extent did the arts reflect the values of Americans during the "Age of Homespun"?**

Major Idea:

- A people's literature, art and music reflect the ideas and values of the society they live in.

Performance Objectives: Students will be able to:

- Identify the values expressed by representative art, music and literature of the Jacksonian period (e.g., Hudson River School painters, Hawthorne, Melville, Irving).
- Explain the relationship between the arts and the political climate of the early 19th century.
- Evaluate the extent to which the arts reflected the values of America during the "Age of Homespun."

Aim 80: **Should the government have listened to the demands of the Temperance Movement?**

Major Ideas:

- Attempts to correct flaws in the American character highlighted the reform movements of the Jackson Era.

Performance Objectives: Students will be able to:

- List the demands of the nineteenth-century Temperance societies.
- Describe the actions taken by members of the Temperance society to further their demands.
- Compare and contrast the nineteenth century Temperance Movement with current anti-alcohol and anti-drug campaigns.
- Determine whether the government should have listened to the demands of the Temperance groups.

III. THE AGE OF HOMESPUN - MOVEMENT FROM AN AGRARIAN TO AN INDUSTRIAL SOCIETY

Aim #1: How did technological CHANGES affect the life styles of Americans in the early 19th century?

Major Ideas:

- CHANGE in traditional patterns of community, family and working behavior took place slowly.
- While TECHNOLOGY made life easier in some respects and made many things less scarce, it also had unintended effects on the way people lived.

Performance Objectives: Students will be able to:

- Describe the daily lives of new women and children during the Age of Homespun.
- Identify technological CHANGES and explain their impact on agrarian society of the Age of Homespun.
- Account for the far reaching CHANGES TECHNOLOGY brought to family, community and work.
- Evaluate the extent to which TECHNOLOGY affected the life styles of Americans.

Aim #2: How important was the development of an effective transportation network to the economic growth of the United States?

Major Ideas:

- While TECHNOLOGY made life easier in some respects and made many things less scarce, it also had unintended effects on the way people lived.
- Regional interaction increased with improvements in transportation and communication.

Performance Objectives: Students will be able to:

- Identify the major East-West routes connected by road and canal in the early 19th century.
- Describe the impact of an improved transportation network on the businessman, the frontiersman, the farmer, and the housewife.
- Evaluate the importance of an improved transportation network toward the economic development of the United States.

Aim 83: How did the building of the Erie Canal help make New York the "Empire State?"

Major Ideas:

. The Erie Canal had an important impact on the growth and development of New York State.

Performance Objectives: Students will be able to:

. Describe the reasons behind the building of the Erie Canal.

. Compare the impact of the Erie Canal on farmers, merchants, workers, boat passengers.

. Describe the impact of the Erie Canal on the growth of New York State's population and economy.

. Analyse the impact of the Erie Canal on the development of New York State.

Aim 84: Was the growth of factories a blessing or a curse?

Major Ideas:

. Economic growth brought about fundamental CHANGE in the ways Americans conducted their personal and private business.

. While growth became an important community goal it brought about a conflict between the desire for CHANGE and a traditional wish for stability.

Performance Objectives: Students will be able to:

. Describe the shift from a home economy to a factory system.

. List the advantages and disadvantages of factory system for the consumer.

. Evaluate the impact of the factory system on the businessman, the woman, the farmer, the teenager, and the family.

. Oppose or defend the question of whether the factories were a blessing or a curse.

Aim 85: How did family roles CHANGE during the Age of Homespun?

Major Ideas:

- As the economic and POLITICAL SYSTEM of the nation CHANGES, there was a corresponding need for the restructuring and redefinition of the American family.

Performance Objectives: Students will be able to:

- Discuss the CHANGES in the roles of women, children and men which occurred as the United States moved from agrarian to industrial society.
- Explain the relationship between industrialisation and the formation of the nuclear family.
- Compare and contrast the role of women and children in the Age of Homespun and today.
- Analyse the CHANGES in the family resulting from the Age of Homespun.

Aim 86: Should women today be grateful to 19th century women?

Major Ideas:

- As the economic and POLITICAL SYSTEM of the nation CHANGED there was a corresponding need for the restructuring and redefinition of American social values.

Performance Objectives: Students will be able to:

- Describe conditions facing women which motivated the Seneca Falls Convention.
- Identify the contributions of Elizabeth Cady Stanton and Lucretia Mott to the women's rights movement of the 19th century.
- Discuss the demands of women as stated in the Seneca Falls Convention.
- Evaluate the extent to which women today should be grateful to 19th century women.

Aim 87: How closely did fashions reflect the values of 19th century America?

Major Ideas:

. As the economic and POLITICAL SYSTEM of the nation CHANGED there was a corresponding need for the restructuring and redefinition of American social values.

Performance Objectives: Students will be able to:

. Identify the CHANGES in fashion, home decoration and appearance during the period 1790-1830.

. Explain the relationship between fashion and social values of the time period.

. Evaluate the extent to which fashions reflect the values of the times.

UNIT 6: Division and Reunion

I. UNDERLYING CAUSES OF THE CIVIL WAR

Aim 88: Was territorial expansion a major reason for differences between the North and South?

Major Ideas:

. The Civil War began partly because of basic differences between the North and South and partly because leaders of each section misjudged the intentions of the other.

Performance Objectives: Students will be able to:

. Trace the westward expansion of America.

. Explain how the addition of western lands was related to the issue of slavery.

. Evaluate whether territorial expansion could continue without dividing the nation.

Aim 89: Was United States expansion destined to cause conflict with foreign nations?

Major Ideas:

. During the Age of Jackson, Americans developed a strong sense of ethnocentric nationalism.

. One country's good intentions are not always perceived as being good by other countries.

Performance Objectives: Students will be able to:

. Explain the conflicting claims to the Oregon and Texas territories.

. Compare and contrast the manner in which the United States settled the conflicts in each of these territories.

. Evaluate whether the United States' policy of Manifest Destiny was destined to cause conflict with foreign nations.

Aim 90: How proud should Americans have been of their role in the Mexican War?

Major Ideas:

. One country's good intentions are not always perceived as being good by other countries.

Performance Objectives: Students will be able to:

. Discuss the causes for the war between the United States and Mexico in 1848.

. Analyze the pros and cons of the United States involvement in the Mexican war.

. Evaluate of the peace treaty ending the Mexican War.

. Make a judgment as to whether Americans should have been proud of their role in the Mexican war.

Aim 91: Could the rivalries between the North and South have been settled peacefully?

Major Ideas:

. Though agriculture was the mainstay of the economic system of both the North and South, the two sections took on different economic characteristics.

. The question of states' rights was a major constitutional issue dealing with POWER.

. Because Northern and Southern leaders misjudged each other's intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.

Performance Objectives: Students will be able to:

. Compare and contrast the economic interests of the North and South before the Civil War.

. Explain how issues such as the tariff, territorial expansion and slavery heightened the rivalry between North and South.

. Evaluate whether sectional differences were too great to be reconciled peacefully.

Aim 92: To what extent could compromise have saved the union?

Major Ideas:

. Because Northern and Southern leaders misjudged each other's intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.

Performance Objectives: Students will be able to:

. Explain the issues which divided the North and South before the Civil War.

. Describe the issues and provisions of the Compromises of 1820 (Missouri Compromise) and 1850.

. Determine whether compromise could have saved the union.

Aim 93: Why did slavery become a Southern institution?

Major Ideas:

. While the practice of slavery was not new, it developed unique qualities and characteristics in the colonies and the United States.

Performance Objectives: Students will be able to:

. Trace the origins of slavery in the colonies.

. Explain the impact of technological and economic CHANGES in America on slavery (e.g., invention of cotton gin, industrialization).

. Explain why slavery became a Southern institution.

Aim 94: How did slave children live?

Major Idea:

. While slavery affected every aspect of the social institution of both whites and Blacks, its greatest harm lay in its denial of freedom and basic HUMAN RIGHTS.

Performance Objectives: Students will be able to:

. Describe everyday activities of slave children.

. List the restrictions placed on the slaves by both master and government.

. Compare lifestyles of a slave and a planter's child.

Aim 95: How did slaves try to cope with the harsh conditions of servitude?

Major Ideas:

- While slavery affected every aspect of the social institutions of both whites and Blacks, its greatest harm lay in the denial of freedom and basic HUMAN RIGHTS.

Performance Objectives: Students will be able to:

- Describe the harsh conditions faced by slave families.
- Discuss the impact of religion, education and efforts to preserve the family.
- Compare and contrast the slaves' overt and passive resistance.
- Describe how slaves developed means to preserve their human dignity.

Aim 96: Did the abolitionists' actions do more to help or hurt the anti-slavery movement?

Major Ideas:

- Abolitionists believed that slavery was a moral wrong and should be replaced by freedom and respect for HUMAN RIGHTS but they had little real POWER beyond the impact of their words and the emotions they aroused in others.
- While slavery affected every aspect of the social institutions of both whites and Blacks, its greatest harm lay in its denial of freedom and basic HUMAN RIGHTS.

Performance Objectives: Students will be able to:

- Describe the actions taken by American abolitionists Frederick Douglass, William Lloyd Garrison, Harriet Tubman and John Brown and by Canadians (e.g., underground railroad).
- Analyze the impact of abolitionists' actions on various Americans: slaves, slave owners, northerners, free Blacks, etc.
- Assess the extent to which abolitionists' actions helped or hurt the anti-slavery movement.

Aim 97: Did the Civil War begin with the Kansas-Nebraska Act?

Major Ideas:

- **Because Northern and Southern leaders misjudged each other's intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.**

Performance Objectives: Students will be able to:

- **Explain the circumstances leading to the Kansas-Nebraska Act 1854.**
- **Cite examples of sectional bitterness that resulted after passage of the Kansas-Nebraska Act.**
- **Explain how the Kansas-Nebraska act led to the formation of the Republican Party.**
- **Discuss whether the Civil War began with the Kansas-Nebraska Act.**

II. THE CIVIL WAR BREAKS OUT

Aim 98: Did Lincoln's election make the Civil War inevitable?

Major Ideas:

- Because northern and southern leaders misjudged each other's intentions and failed to reach agreement on the issue of slavery in the territories, civil war became inevitable.

Performance Objectives: Students will be able to:

- Explain Lincoln's position on slavery and the union.
- Describe the attitudes towards Lincoln's election expressed by various Americans: northerners, southerners, slaves, etc.
- Identify the options available to the South after Lincoln's election.
- Evaluate the extent to which Lincoln's election made the Civil War inevitable.

Aim 99: How fairly matched were the North and South at the start of the Civil War?

Major Ideas:

- At the war's start each side was optimistic that the conflict would be brief, but neither was prepared for a war, particularly one that would go on for a long time.

Performance Objectives: Students will be able to:

- List the strengths and weaknesses of the North and the South at the start of the war.
- Describe the impact of the war on various Americans in both the North and the South.
- Determine which side should have been favored to win the Civil War.

Aim 100: How did the battlefields affect the homefront during the Civil War?

Major Ideas:

- **The inability of either side to win, combined with the war's social and economic impact, produced major problems in both the North and South.**

Performance Objectives: Students will be able to:

- **Locate the sites of major battles and determines how geography played a role in the course of the war.**
- **Identify the social and economic problems both sides faced as the war progressed.**
- **Discuss impact of the war on non-combatants.**
- **Evaluate how foreign involvement could have altered the course of the war.**
- **Assess how the homefront was affected by the battlefield.**

Aim 101: How did the Civil War affect New Yorkers?

Major Ideas:

- **Many New Yorkers played a significant role either in support or in opposition to the federal government and its wartime policies.**

Performance Objectives: Students will be able to:

- **Identify the actions taken by New Yorkers in support of the union.**
- **Describe the impact of the Civil War on New York women, Blacks, rich and poor, young men.**
- **Explain the reasons for the draft riots of 1863.**
- **Evaluate how the Civil War affected New Yorkers.**

Aim 102: Does Lincoln deserve the title of the Great Emancipator?

Major Ideas:

- As the victors, Northern political leaders tried to implement their own solutions to the problems which caused the war.
- The Civil War began partly because of basic differences between the North and South and partly because leaders of each section misjudged the intentions of the other.

Performance Objectives: Students will be able to:

- Discuss Lincoln's views towards slavery.
- Analyze the key provisions of the Emancipation Proclamation.
- Explain the reasons for Lincoln issuing the Proclamation.
- Defend or refute the claim that Lincoln deserves the title "the Great Emancipator."

Aim 103: Did the federal government take too much POWER after the Civil War?

Major Ideas:

- While conflicts between the POWER of states and the federal government have not yet been fully resolved, the Civil War established the federal government's superior authority.

Performance Objectives: Students will be able to:

- Explain the effects of the North's victory on the balance of POWER between the national and state governments.
- Describe the impact of the Constitutional CHANGES resulting from the Civil war.
- Evaluate whether the federal government assumed too much POWER after the Civil War.

III. THE RESULTS OF THE CIVIL WAR

Aim 104: How were the lives of Black Americans affected by the North's victory in the Civil War?

Major Idea:

. War often results in social CHANGE.

Performance Objectives: Students will be able to:

. Explain how the Emancipation Proclamation and the 13th, 14th, and 15th Amendments affected black slaves, former slaves, southern and northern whites.

. Explain the new freedoms and restrictions facing Blacks.

. Evaluate the extent to which the lives of Blacks improved as a result of the civil war.

Aim 105: Was the President's or Congress' Reconstruction plan in the nation's best interests?

Major Ideas:

. As the victors, northern political leaders tried to implement their own solutions to the problems which caused the war.

Performance Objectives: Students will be able to:

. Compare and contrast the key elements of the presidential and congressional Reconstruction plans.

. Analyze the strengths and weaknesses of the presidential and congressional Reconstruction plans.

. Evaluate the presidential and congressional Reconstruction plans to determine which was in the nation's best interests.

Aim 106: Should Reconstruction be considered a positive or a negative chapter in our nation's history?

Major Ideas:

- As the victors, Northern political leaders tried to implement their own solutions to the problems which caused the War.

Performance Objectives: Students will be able to:

- Draw a balance sheet listing the positive achievements and drawbacks of the Reconstruction Period, 1863-1877.
- Summarize the points of view of historians who have seen Reconstruction in a positive light (E. Foner), and those who have viewed it negatively (C. Bowers). Take a position defending one of these points of view.

Aim 107: How were events in Canada and Mexico affected by the Civil War?

Major Ideas:

- In addition to causing internal problems in the United States, the Civil War threatened neighboring countries in North America.

Performance Objectives: Students will be able to:

- Describe the "Maximillian Affair."
- Explain how Canada evolved into an independent nation.
- Describe how events in Mexico and Canada, during the Civil War, affected the United States.
- Evaluate the relationship between Canada, Mexico and the United States during the 1860's.

Aim 108: Were Canadians wise to take a slower but more peaceful road to independence than the United States?

Major Ideas

- Ongoing CHANGES affected the relationship between the British government and its American colonies.

Performance Objectives: Students will be able to:

- Describe the distinctive features of the Canadian nation (examine Canada's national anthem).
- Describe the significant steps toward Canadian independence from Great Britain.
- Compare and contrast the means by which the United States and Canada achieved their independence from Great Britain.

Eighth Grade Calendar of Lessons

UNIT 7: An Industrial Society

I. THE MATURING OF AN INDUSTRIAL SOCIETY IN THE SECOND HALF OF THE NINETEENTH CENTURY

Aim 1: Did the transportation and communications revolution in the late 19th century benefit the average American?

Major Ideas:

- **CHANGES in the methods of production and distribution caused the United States to develop as an industrial POWER in the last half of the nineteenth century.**
- **CHANGES represented a contrast between traditional and modern ways of living.**
- **Unchecked industrialization set the stage for ENVIRONMENTAL pollution.**

Performance Objectives: Students will be able to:

- **Discuss the CHANGES in transportation and communication which occurred at the turn of the century.**
- **Describe the effects of the CHANGES in transportation and communication on the "average American".**
- **Analyze the degree to which the transportation and communication bettered the life of the average American.**

Aim 2: Was nature or the work of human beings a more important factor in the United States becoming an industrial power?

Major Ideas:

- CHANGES in the methods of production and distribution caused the United States to develop as an industrial POWER in the last half of the nineteenth century.
- CHANGES represented a contrast between traditional and modern ways of living.
- CHANGE is usually a product of the interaction of several complex factors and events.

Performance Objectives: Students will be able to:

- Explain the CHANGES in production which helped make the United States an industrial POWER after the Civil War.
- Determine those ingredients which make a nation an industrial POWER.
- Identify those ingredients which existed in the United States in the period 1865-1900.
- Discuss the role played by the captains of industry in building an industrial nation.
- Evaluate the importance of geography as an ingredient in the United States' industrial success.

Aim 3: Does the corporation provide the most effective method of organizing big business?

Major Ideas:

- The corporation developed as a method of organizing large scale production.

Performance Objectives: Students will be able to:

- Describe different forms of business organization: single proprietorship, partnership and corporation.
- Trace the rise of the corporation in the period following the Civil War.
- Evaluate advantages and disadvantages of the different forms of business organization.

Aim 4: Did the industrial revolution do more to change working conditions for the better or worse?

Major Ideas: Industrialization resulted in major CHANGES in the nature of work and the role and tasks of the worker.

Performance Objectives: Students will be able to:

. Compare and contrast conditions faced by workers before and after the industrial revolution.

. Evaluate the CHANGES brought about by the industrial revolution in the workplace (e.g., the farms, the mines, the steel mills and other factories.)

. Discuss the economic and political opportunities available to the American laborer in the middle and late 19th century.

Aim 5: Did Government do enough in the period 1865-1900 to protect people from the abuses of the trusts?

Major Ideas:

. As the nation became more urban more industrialized and more INTERDEPENDENT, new problems created a need for a new and more active approach to politics at all levels.

. The new industrialization brought a mixture of economic freedom and government regulation.

Performance Objectives: Students will be able to:

. Outline the abuses resulting from the growth of trusts.

. Suggest possible alternative action which the government could have taken in response to each abuse cited.

. Analyze the actions (e.g., anti-trust laws) taken by the government in response to abuses of big business.

. Evaluate the actions taken by government to control the abuses of big business.

Aim 6: How well did the average American live in the period after the Civil War, as a result of industrialization?

Major Idea:

- The patterns of agricultural and industrial development exhibited similar characteristics because they complemented and supported each other.

Performance Objectives: Students will be able to:

- Describe the life styles and working conditions of typical Americans (e.g., farmers, Blacks, and city workers in the year 1890).
- Compare the living conditions of average Americans living after the Civil War with those living today.
- Evaluate the question, "How well did the average American live after the Civil War?"

Aim 7: Should the citizens of New York have supported political "bosses"?

Major Ideas:

- People often support a role for government which they think will benefit them most.

Performance Objectives: Students will be able to

- Describe the role of big city bosses in meeting the needs of the diverse urban populations (e.g., Boss Tweed, George Washington Plunkett).
- Compare and contrast the role of big city bosses and political leaders today.
- Determine whether the federal support to big city bosses was justified.

Aim 8: How justified was the government's attitude toward early labor unions?

Major Ideas:

- **Industrialization resulted in major CHANGES in the nature of work and the role of the worker.**
- **Those in POWER usually resist attempts to change the POWER structure.**

Performance Objectives: Students will be able to:

- **Compare and contrast the goals and membership of early labor unions (i.e., Knights of Labor and American Federation of Labor).**
- **Describe the attitude of government toward labor unions using examples such as the Haymarket riot and Pullman or Homestead Strikes.**
- **Evaluate the degree to which the government's attitude toward labor unions was justified.**

Aim 9: Did labor unions provide an effective means for improving workers conditions?

Major Ideas:

- **Industrialization resulted in major CHANGES in the nature of work and the role of the worker.**
- **Those in POWER usually resist attempts to change the POWER structure.**

Performance Objectives: Students will be able to:

- **Discuss possible alternatives available to workers wishing to improve their lives.**
- **Compare and contrast the ideals and strategies of the A.F. of L. and IWW.**
- **Make a judgment as to the relative effectiveness of labor unions as a means of improving the conditions of workers.**

Aim 10: Was joining the Grange a good way for farmers to solve the problems caused by industrialization?

Major Ideas:

- **The patterns of agricultural and industrial development exhibited similar characteristics because they complemented and supported each other.**

Performance Objectives: Students will be able to:

- **Discuss the significant political and economic problems facing the American farmer at the end of the 19th century.**
- **Describe the measures proposed by the Grange to deal with each of those problems.**
- **Assess the viability of the solutions proposed by the Grange.**

Aim 11: Did the unions and granges of the 19th century adequately protect the rights of women and minority workers?

Major Ideas:

- **Increased competition for jobs made the workers' lives difficult.**
- **Those in POWER usually resist attempts to CHANGE the POWER structure.**

Performance Objectives: Students will be able to:

- **Discuss the special problems faced by minority and women workers during the age of industrial expansion in the 19th century .**
- **Compare and contrast the positions of early labor unions (American Federation of Labor, International Workers of the World, Knights of Labor) on the issue of equal rights for all within the labor movement.**
- **Evaluate which of the early unions best served the needs of women and minorities.**

Aim 12: **Can a third party have a major impact on changing government policies? (case study: Populist Party)**

Major Ideas:

- **Those in POWER usually resist attempts to change the POWER structure.**
- **Increased competition for jobs and the closing of the frontier made the lives of workers and farmers more difficult.**

Performance Objectives: **Students will be able to:**

- **Describe and discuss the platform of the Populist Party.**
- **Analyze the effects that the party platform would have on the farmer and other groups in American society.**
- **Determine which planks of the Populist platform were eventually adopted by the American government.**

II. CHANGES IN THE SOCIAL STRUCTURE ALTERED THE AMERICAN SCENE

Aim 13: Were conditions in the United States or conditions in Europe more responsible for immigration to the United States after 1898?

Major Ideas:

- Many people perceived many differences between "old" and "new" immigrants but similarities between them outweighed differences.

Performance Objectives: Students will be able to:

- Compare and contrast immigration patterns to the United States in 1850 and 1900.
- Explain reasons for those CHANGES in immigration patterns.
- Determine whether conditions in Europe or the United States were more responsible for the CHANGES in immigration patterns.

Aim 14: How did the Ellis Island experience introduce new immigrants to the United States?

Major Ideas:

- Many people perceived major differences between the "old" and "new" immigrants but similarities between them outweighed the differences.

Performance Objectives: Students will be able to:

- Describe the Ellis Island experience.
- Compare and contrast immigration procedures of the late 19th Century with those being used today.
- Explain the reasons for the procedures employed on Ellis Island.
- Evaluate the necessity of having immigrants processed using procedures employed on Ellis Island.

Aim 15: Did the United States live up to the dreams of "new immigrants"?

Major Ideas:

- **International migration often resulted in cultural diffusion and/or conflict between ethnic groups.**
- **Many people perceived many differences between "old" and "new" immigrants, but similarities between them outweighed differences.**
- **The experience of the immigrant varied with the region of the country in which they settled.**

Performance Objectives: Students will be able to:

- **Compare and contrast the life style of "old" and "new" immigrants.**
- **Describe the experience of new immigrants to the United States after 1890.**
- **Explain reasons for the attitudes of Americans towards the new immigrants.**
- **Evaluate the degree to which the United States lived up to the dreams of new immigrants.**

Aim 16: What were the origins of the Latino community in New York City?

Major Ideas:

- **The experience of immigrants varied with the region of the country in which they settled.**
- **International migrations often resulted in cultural diffusion and/or conflict between ethnic groups.**

Performance Objectives: Students will be able to:

- **Describe how the Latino community plays an important role in New York City.**
- **Trace the national origins of the contemporary Latino community.**
- **Trace the origins of that community to the political upheavals of the late nineteenth century in Latin America.**

Aim 17: **Has the United States proved to be more of a melting pot or cultural mosaic, as a result of immigration?**

Major Ideas:

- **Different theories represent the United States as either a melting pot or a cultural mosaic.**

Performance Objectives: **Students will be able to:**

- **Identify the terms "cultured mosaic" and "melting pot" as applied to immigration.**
- **Support arguments made for describing the United States as a cultural mosaic and melting pot.**
- **Evaluate which of the above arguments are stronger.**

Aim 18: **How much has the development of the United States depended on the contributions of immigrants?**

Major Ideas:

- **International migrations often resulted in cultural diffusion and/or conflict between ethnic groups.**
- **Different theories represent the United States as either a melting pot or as a cultural mosaic.**

Performance Objectives: **Students will be able to:**

- **Describe the achievements of immigrants to the United States since the turn of the century.**
- **Analyze the degree to which the development of the United States has depended on the contribution of immigrants.**

Aim 19: **Did immigrants to Canada and Mexico have similar experiences as immigrants to the United States?**

Major Ideas:

- **Different, geographic, cultural and economic realities in Canada and Mexico and the United States resulted in a different immigration experience in each country.**

Performance Objectives: **Students will be able to:**

- **Compare and contrast the experience of immigrants coming to the United States, Mexico and Canada.**
- **Explain the reasons for differences in those experiences.**

Aim 20: How essential was settlement of the West to the country's development?

Major Ideas:

- **People often moved to take advantage of an expanding market economy.**
- **Regions emerged based upon the settlement patterns of the new immigrants.**

Performance Objectives: Students will be able to:

- **Explain the reasons for widespread migration after the Civil War.**
- **Discuss the effects of Federal policies on Native Americans.**
- **Analyze the effects of the closing of the frontier.**
- **Analyze how these migrations affected economic, political and cultural development of the United States.**

Aim 21: How important were the contributions of Asian and Afro-Americans to the West?

Major Ideas:

- **The experience of the immigrants varied with the region of the country in which they settled.**
- **Regions emerged based upon the settlement patterns of the new immigrants.**
- **International migrations often resulted in cultural diffusion and/or conflict between ethnic groups.**

Performance Objectives: Students will be able to:

- **Describe the contributions of Black and Asian Americans to western settlement.**
- **Explain Asian contribution to the building of railroads.**
- **Draw inferences as to why these contributions have been ignored by many historians.**
- **Discuss the role of Black cowboys.**

Aim 22: Has industrialization CHANGED Americans family life for the better?

Major Ideas:

- **The modern family represented a new middle class vision of what the family should be like. This vision differed from and was sometimes in conflict with some traditional beliefs about family life.**

Performance Objectives: Students will be able to:

- **Compare and contrast family life for 19th and 20th century urban working class America.**
- **Describe CHANGES in family life brought about by individualization.**
- **Discuss traditional family functions which began to lift humanitarian agencies (e.g., the settlement house movement, the Red Cross).**
- **Evaluate the CHANGES in the American family caused by industrialization.**

Aim 23: Did Americans at the turn of the century make better use of their leisure time than they do today?

Major Ideas:

- **During this period there was a conflict between modern and traditional patterns of leisure, and between leisure as personal improvement and as a way of being distracted from the problems and pressures of life.**

Performance Objectives: Students will be able to:

- **Describe the emergence of leisure activities of the nineteenth century (baseball, tennis, moving pictures, photography) as a by-product of the industrial revolution.**
- **Compare and contrast leisure activities at the turn of the century and those today.**
- **Make a judgment as to whether Americans at the turn of the century made better use of their leisure time than do Americans today.**

Aim 24: Was the relocation of Native Americans for the development of the West justifiable?

Major Ideas:

- **American expansion into new territory was motivated by ethnocentrism and economic need.**
- **Government policy toward Native Americans showed a lack of EMPATHY and no concern for HUMAN RIGHTS.**

Performance Objectives: Students will be able to:

- **Trace the policy forcing relocation of Native American after the Civil War.**
- **Discuss the reasons for implementing the policy of forced relocation.**
- **Evaluate the degree to which such a policy was necessary for the development of the United States.**

III. THE PROGRESSIVE MOVEMENT, 1900-1920: EFFORTS TO REFORM THE NEW SOCIETY

Aim 25: Did the progressives go far enough in seeking democratic reforms?

Major Ideas:

- Traditional interpretation of the Constitution limited the ability of the Federal government to regulate the nation's economy and to pass needed social legislation.
- Reaching an ideal democracy is an ongoing process of improving our nation.

Performance Objectives: Students will be able to:

- Define what is meant by the term "progressive."
- List and discuss the political and economic grievances that gave rise to the progressive movement.
- Assess progressive demands to determine whether they went far enough in seeking reform to correct the social ills created by industrialization.

Aim 26: Why were many Asian immigrants excluded from the United States during the 19th century?

Major Ideas:

- The experience of immigrants varied with the region of the country in which they settled.
- International migrations often resulted in cultural diffusion and/or conflict between ethnic groups.

Performance Objectives: Students will be able to:

- Describe how the Asian Community plays an important role in New York City life.
- Trace the national origins of the contemporary Asian Community.
- Discuss the reasons why Asian immigrants were excluded from the United States during the 19th Century (e.g., Exclusion Act of 1882, Gentlemen's Agreement).

Aim 27: Did the progessive era prove that the government does listen to the common man?

Major Ideas:

. Reaching an ideal democracy is an ongoing process of improving our nation.

Performance Objectives: Students will be able to:

. Identify muckrakers such as Bellamy, Riis, Lloyd, Tarbell and Sinclair.

. Describe the abuses of industrial society which gave rise to the progressive movement.

. Determine to what degree the proposals made by the Progressives were subsequently enacted into law.

. Discuss the progressive efforts to reform government, the economy, politics (e.g., 17th & 19th Amendments) the 16th Amendment, minimum wage law, government regulation of trusts and the Federal Reserve Act).

. Evaluate whether the progressive era proved that government does listen to the problems of the common man.

Aim 28: Was the Federal Government most to blame for the birth of Jim Crow?

Major Idea:

. Traditional interpretations of the Constitution limited the ability of the Federal Government to regulate the nation's economy and to pass needed social and political legislation.

Performance Objectives: Students will be able to:

. Identify and give examples of Jim Crow legislation.

. Discuss the effects of Jim Crow legislation on Blacks in everyday life.

. Describe the conditions endured by Blacks in Southern prisons (e.g., convict-lease labor, county road gangs, prison farms).

. Analyze the effects of Plessy v. Ferguson and other actions supporting segregation.

. Evaluate the role of the Federal Government in promoting Jim Crow legislation.

Aim 29: How far should Blacks have gone to overcome Jim Crow?

Major Ideas:

- While prosperity reinforced the vision Americans had of their country as a special place with the resources to solve almost any problem, some groups in society shared the vision but lacked the resources to make it a reality.
- Striving for HUMAN RIGHTS is an important step in American evolution toward true democracy.

Performance Objectives: Students will be able to:

- Review conditions Blacks faced during the Jim Crow era.
- Outline and discuss the positions of Washington, Garvey and DuBois on how the Black man should react to combat the racism of white society.
- Analyze the effectiveness of the Washington and DuBois' proposals as a means of coping with Jim Crow laws.

Aim 30: How progressive was Theodore Roosevelt as a President?

Major Ideas:

- Reaching an ideal democracy is an ongoing process of improving our nation.

Performance Objectives: Students will be able to:

- Describe progressive legislation promoted by Theodore Roosevelt's administration.
- Analyze Theodore Roosevelt's record to determine the degree to which Roosevelt could claim leadership of the progressive movement.

Aim 31: Did the Socialists provide an effective way to solve the problems brought about by industrialization?

Major Ideas:

- Reaching an ideal democracy is an ongoing process of improving our nation.

Performance Objectives: Students will be able to:

- Describe the solution to the problems caused by industrialization suggested by Socialists such as Eugene V. Debs.
- Compare and contrast the programs of Progressives such as La Follette and Roosevelt with that of the Socialists.
- Take a position as to whether the Socialists offered practical solutions to the problems brought about by industrialization.

Aim 32: **Did the constitutional amendments of the progressive era do enough to make our political system more democratic?**

Major Ideas:

- **Reaching an ideal democracy is an ongoing process of improving our nation.**

Performance Objectives: **Students will be able to:**

- **Discuss the provisions of the 16th, 17th and 18th Amendments to the Constitution.**
- **Evaluate the impact of these amendments in making the United States more democratic.**

Aim 33: **Did Woodrow Wilson do enough to live up to the hopes of his progressive supporters?**

Major Ideas:

- **President Wilson tried and failed to establish his leadership on the domestic scene.**

Performance Objectives: **Students will be able to:**

- **Discuss the platform of Woodrow Wilson's campaign as it relates to progressivism.**
- **Examine the record of Woodrow Wilson as President and decide the degree to which his presidency helped meet the goals of the progressive movement.**

Aim 34: **Did the government go too far in limiting people's freedom by passing prohibition law?**

- **Traditional interpretations of the Constitution limited the ability of the Federal Government to regulate the nation's economy and to pass needed social and political legislation.**

Performance Objectives: **Students will be able to:**

- **Discuss the factors led to the adoption of the 18th Amendment (1919).**
- **Analyze the arguments favoring and opposing the passage of the Prohibition Amendment.**
- **Make a judgment as to whether the government should be allowed to legislate personal morality (e.g., prohibition).**

UNIT 8: The United States as an Independent Nation in an Increasingly Interdependent World

I. THE UNITED STATES EXPANDS ITS TERRITORIES AND BUILDS AN OVERSEAS EMPIRE

Aim 35: Why did the United States seek an overseas empire after the Civil War?

Major Ideas:

- **American expansionism was motivated by ethnocentrism and economic need.**
- **Opponents of colonization claimed that it was an immoral violation of American democratic beliefs.**
- **Countries that control strategic locations gain both military and economic POWER.**

Performance Objectives: Students will be able to:

- **Identify the terms manifest destiny, imperialism, Alfred Mahan and Open Door Policy.**
- **Describe United States attempts to gain foreign territory and influence from 1865-1897.**
- **Explain the reasons for the United States desire to acquire an overseas empire.**

Aim 36: Was the United States justified in going to war with Spain in 1898?

Major Ideas:

- **Opponents of colonization claimed it was an immoral violation of American democratic belief.**
- **American expansionism was motivated by ethnocentrism and economic need.**

Performance Objectives: Students will be able to:

- **Describe the background of United States relations with Cuba prior to 1898.**
- **Discuss the reasons why the United States declared war on Spain in 1898.**
- **Take a position either approving or condemning the declaration of war.**

Aim 37: Should Americans have supported the country's role as an imperialist POWER after the Spanish-American War?

Major Ideas:

- Throughout our history, the debate over the United States imperialist role was carried on by a relatively few but powerful people.
- Opponents of colonization claimed it was an immoral violation of American democratic beliefs.

Performance Objectives: Students will be able to:

- Present arguments supporting and opposing the United States role as an imperialist POWER.
- Discuss which groups in American society would benefit most from America's new overseas empire.
- Make inferences as to which groups would support America's new overseas Empire and which would oppose it.
- Evaluate the issue of whether Americans should have supported the United States role as an imperialist POWER.

Aim 38: Should those people taken over by the United States have viewed the Americans as liberators or colonizers? (case studies: Cuba, Puerto Rico, Philippines).

Major Ideas:

- Countries that control strategic locations gain both military and economic POWER.
- Victory in the Spanish-American War forced the government to make decisions about issues it had not had to deal with in the past.
- American expansionism was motivated by ethnocentrism and economic need.

Performance Objectives: Students will be able to:

- Discuss how American colonial regimes were established in the Philippines, Puerto Rico or Cuba.
- List the advantages and disadvantages of America imperialism for the people of the Philippines, Puerto Rico or Cuba.
- Take a position as to whether the people of the Philippines, Puerto Rico or Cuba were better off as a result of being controlled by the United States.

Aim 39: **Was the Open Door Policy a plea for JUSTICE or a strategy for taking advantage of China?**

Major Ideas:

- **Countries that control strategic locations gain both military and economic POWER.**
- **Victory in the Spanish-American War forced the government to make decisions about issues it had not had to deal with in the past.**

Performance Objectives: **Students will be able to:**

- **Identify the ingredients of the Open Door Policy.**
- **Draw inferences as to the reasons for the promulgation of the Open Door Policy.**
- **Evaluate the effectiveness of the Open Door Policy as a foreign policy strategy for the United States.**
- **Make a judgment as to whether the Open Door policy was supported for the best interests of the United States or China.**

Aim 40: **Should the building of the Panama Canal be viewed as a foreign policy success or failure?**

Major Ideas:

- **The United States had economic and political reasons for involvement in many countries but Latin America's geographic location also was an important factor in our involvement.**
- **The United States' policy was actually resisted by some people in Latin America. Even when it was not resisted it provoked resentment that continues today.**

Performance Objectives: **Students will be able to:**

- **Discuss reasons motivating the United States desire to build the Panama Canal.**
- **Describe the steps involved in the United States acquisition of the Panama Canal.**
- **Make a judgment as to whether the acquisition of the Panama Canal represented a success or failure for United States foreign policy makers.**

II. THE UNITED STATES BEGINS TO TAKE A ROLE IN GLOBAL POLITICS

Aim 41: Did the United States follow George Washington's advice about foreign affairs prior to World War I too well or not enough?

Major Ideas:

- Until the outbreak of World War I the United States maintained a policy of non-intervention in European affairs. When the United States did get involved in European political affairs, it was a reaction to perceived threats to American intervention in the Western Hemisphere.

Performance Objectives: Students will be able to:

- Review the foreign policy advice contained in Washington's farewell address.
- Describe factors which enabled the United States to avoid involvement with world affairs prior to World War I, and those circumstances which encouraged United States involvement (e.g., Oregon Boundary dispute, Spanish-American War.)
- Discuss pre-World War I involvements in foreign affairs: application of the Monroe Doctrine to the Western Hemisphere, and threats to American foreign trade.
- Analyze the degree to which a great POWER can avoid involvement in foreign affairs.

Aim 42: Was World War I inevitable?

Major Ideas:

- World War I resulted from an inability of world leaders to deal with a series of international conflicts.

Performance Objectives: Students will be able to:

- Explain the fundamental and immediate causes of World War I (e.g., intense nationalism, POWER struggles among European nations, failure of leadership, European alliances).
- Propose solutions for these problems that might have averted the coming of war.
- Draw conclusions as to whether World War I could have been avoided.

Aim 43: How neutral was the United States prior to entering World War I?

Major Ideas:

- Until the outbreak of World War I the United States maintained a policy of non-intervention in European affairs.
- Initial attempts by the United States to remain neutral were undermined by activities by both sides in the hostilities.

Performance Objectives: Students will be able to:

- Assess to what degree the United States lent support to the Allies and Central POWERS, in the period 1914-1917.
- Take a position as to whether the United States was neutral according to the letter and spirit of international law.
- Evaluate whether the United States should have avoided involvement with the World War I combatants prior to 1917.

Aim 44: Should the United States have entered World War I?

Major Ideas:

- Initial attempts by the United States to remain neutral were undermined by activities by both sides in the hostilities.
- CHOICES are sometimes forced upon people by the actions of others.

Performance Objectives: Students will be able to:

- Explain the events that led the United States to enter World War I in April 1917 (including ties to allies, unrestricted submarine warfare, and fear of loss of world leadership.)
- Discuss other alternatives for the United States to declaring war.
- Take a stand as to whether the United States was justified in getting involved in a European war.

Aim 45: How much POWER did women and minorities gain as a result of World War I?

Major Ideas:

- CHOICES are sometimes forced upon people by the actions of others.
- Social CHANGE is often the product of complex factors.

Performance Objectives: Students will be able to:

- Discuss the effects of war-related SCARCITY of labor on working conditions for women and minorities.
- Describe the results of Black and Puerto Rican migration during the war on the political and economic POWER of those groups.
- Evaluate the effect of World War I on the greater equality achieved by minorities and women in the last part of the 20th century.

Aim 46: Did Americans pay too high a price in surrendering their civil liberties during World War I?

Major Ideas:

- In the interest of national security democratic governments may tolerate curtailment of civil liberties.

Performance Objectives: Students will be able to:

- Explain to what degree the civil liberties of Americans were curtailed during World War (i.e., the Espionage Act of 1917, Sedition Act of 1917, Schenk case).
- Analyze the justification for limiting personal liberties.
- Make a judgment as to whether the curtailment of civil liberties during World War I was necessary and proper.

Aim 47: Did Wilson's Fourteen Points present an effective way to win the peace?

Major Ideas:

- President Wilson tried and failed to establish his leadership on both the domestic and international scenes.
- National interest is often the strongest force in negotiations among nations.

Performance Objectives: Students will be able to:

- Summarize Wilson's Fourteen Points.
- Make inferences as to the opinions of the French, English, German and American people regarding the Fourteen Points.
- Analyze the strengths and weaknesses of the Fourteen Points as an effective means of keeping peace.

Aim 48: Should the United States have joined the League of Nations?

Major Ideas:

- President Wilson tried and failed to establish his leadership on both the domestic and international scenes.
- National interest is often the strongest force in negotiations among nations.

Performance Objectives: Students will be able to:

- Describe the features of the League of Nations.
- Discuss arguments used for and against the proposition that the United States should join the League of Nations.
- Take a stand on the issue of the United States becoming a member of the League.

Aim 49: Did World War I help make the world safe for democracy?

Major Ideas:

- The United States did not win the war by itself but its entry was instrumental in bringing victory to the Allies.
- National interest is often the strongest force in negotiations among nations.

Performance Objectives: Students will be able to:

- Explain the contributions made by the United States in winning the war.
- Evaluate the results of World War I in terms of making the world more democratic.

Aim 50: How should the United States have reacted to the Communist victory in the Russian Revolution?

Major Ideas:

- Due to increased INTERDEPENDENCE nations must be aware of the influence of events in the other parts of the world.

Performance Objectives: Students will be able to:

- Describe the effects of the Bolshevik revolution on World War I and other international events at the time.
- Suggest possible actions the United States might have taken in response to the Communist victory.
- Discuss the extent to which the Bolshevik Revolution posed a threat to the United States.
- Analyze reasons for supporting or condemning the 1918 United States military intervention in the Soviet Union.

UNIT 8: The United States Between the Wars

I. THE "ROARING TWENTIES" REFLECTED THE SPIRIT OF THE POSTWAR PERIOD

Aim 51: How did the presidents of the 1920's try to limit the government's role in people's lives?

Major Ideas:

- World War I caused many problems that political leaders needed to deal with if the country was to return to normal.

Performance Objectives: Students will be able to:

- Compare and contrast the achievements of the Harding, Coolidge and Hoover Administrations with the presidents of the progressive era as they relate to the role of government in the economy.
- Describe CHANGES in the day-to-day life of working people and the middle class.
- Evaluate the degree to which these CHANGES were in the best interests of the country.

Aim 52: Was it wise for the United States to follow an isolationist policy during the 1920's?

Major Ideas:

- Shared boundaries, proximity and economic interest are important factors in determining intervention.
- In addition to being a time of transition, the 1920's marked the time when modern society reached maturity only to stumble as its leaders tried to deal with complex problems.

Performance Objectives: Students will be able to:

- Explain the reasons why many Americans advocated a policy of relative isolationism in the postwar period.
- Evaluate the reasons for the United States' refusal to join the League of Nations.
- Discuss the United States' role in the following international activities: the World Court, the Naval Disarmament Conference of 1924, the Kellogg-Briand Pact of 1928, reparation conferences and European relief efforts.
- Determine whether the United States should have followed a policy of limited involvement in world political affairs.

Aim 53: Was ending unrestricted immigration in 1921, in the best interests of the United States?

Major Ideas:

- The 1920's witnessed major technical and social CHANGES which brought about shifts where people lived and how they behaved, which in turn resulted in conflicts between new and old values.
- In addition to being a time of transition, the 1920's marked the time when modern society reached maturity only to stumble as its leaders tried to deal with complex problems.

Performance Objectives: Students will be able to:

- Explain the quotas established by the Emergency Quota Act of 1921.
- Discuss the "pros and cons" of such restrictions on immigration.
- Take a stand supporting or opposing the 1921 Immigration Law.

Aim 54: Which leader should Blacks have followed in the 1920's?

Major Ideas:

- Reaching an ideal democracy is an ongoing process of improving our NATION.
- Migration of large numbers of people from one place to another led to CHANGES in both places.
- Political POWER and economic POWER are directly related.

Performance Objectives: Students will be able to:

- Describe examples of discrimination faced by Blacks during the 1920's.
- Evaluate the programs of the following Black leaders: W.E.B. DuBois, Marcus Garvey, Walter White and Booker T. Washington.
- Take a position as to which platform offered the most hope to combat racism and improve the economic and political status of Blacks.

Aim 55: Why was there an increase in bigotry during the roaring twenties?

Major Ideas:

- The 1920's witnessed major social CHANGES which brought about shifts in how people behaved which in turn resulted in conflict between new and old values.

Performance Objectives: Students will be able to:

- Define the term "bigotry."
- Trace the origins of racism and bigotry in the United States.
- Discuss the role of right-wing hate groups.
- Trace the origins of the Ku Klux Klan.
- Analyze the reasons for the growth of the Klan and similar hate organizations during the decade of the 1920's.

Aim 56: How important were the contributions of Blacks to the cultural life of the 1920's?

Major Ideas:

- A people's literature, art and music reflect the ideas and values of the society they live in.

Performance Objectives: Students will be able to:

- Describe the contributions of these Black Americans to the growth of our national CULTURE: Florence Mills, Langston Hughes, Aaron Douglas, Paul Robeson, Oscar Micheux and Duke Ellington.
- Evaluate the impact of the Harlem Renaissance on the CULTURE of the 1920's and future generations.

Aim 57: How real was the prosperity of the 1920's?

Major Ideas:

- TECHNOLOGY does not always help all elements of society equally.
- Due to business growth and CHANGES in the methods of production, the nature of work and the distribution of workers CHANGED significantly in the 1920's.
- Middle class values spread as economic growth brought more and more people into middle class occupations. The media emphasized middle class values.

Performance Objectives: Students will be able to:

- Analyze economic indices of the 1920's and other evidence (increase in single family homes, spread of middle class, use of credit) to determine which groups prospered most and least during the period.
- Describe problems which developed in the midst of prosperity: low farm prices, high Black unemployment, millions of poor people.
- Hypothesize as to why 1920's were characterized as period of great prosperity.
- Make a judgment as to whether the 1920's should be referred to as an age of prosperity.

Aim 58: Were the heroes and heroines of the 1920's deserving of the title?

Major Ideas:

- The 1920's witnessed major technical and social CHANGES which brought about shifts in where people lived and how they behaved, which in turn resulted in conflicts between new and old values.
- As a result of shorter work hours people had more leisure time.

Performance Objectives: Students will be able to:

- Identify the characteristic of a hero/heroine.
- Describe the accomplishments of the following popular heroes and heroines of the twenties, Charles Lindbergh, Rudolph Valentino, Lillian Gish, Clara Bow, Amelia Earhart, Henry Ford and Babe Ruth.
- Compare and contrast those stars with the popular heroes and heroines of the 1980's.
- Evaluate the accomplishments of these heros and heroines to determine whether they were deserving of the title.

II. THE GREAT DEPRESSION

Aim 59: Who should be blamed most for causing the Great Depression?

Major Ideas:

- Supply and demand interact to establish price in a market economy.
- Economic change can have widespread social impact.

Performance Objectives: Students will be able to:

- Identify the different parts of the business cycle (e.g., prosperity, recession, depression, recovery).
- Explain the fundamental and immediate causes of the Stock Market Crash of 1929 and the worldwide depression which followed (e.g., problems in the economic structure, prosperity for a small group only, people losing faith in the system, an inactive government).
- Draw conclusions as to who (or what) was most responsible for causing the Great Depression (for example, economic growth declining during the late 1920's, stocks bought on too much credit, and corporations and individual borrowing too much).
- Form a hypothesis about what could have been done to prevent these occurrences from taking place.

Aim 60: Did minorities and women suffer more than other groups of Americans from the effects of the Depression?

Major Ideas:

- The Great Depression strained community and family resources, calling into question traditional methods of helping people in need.

Performance Objectives:

- Describe the economic and social effects of the Depression on women.
- Evaluate the question as to whether women and minorities bore the brunt of the suffering caused by the Depression.

Aim 61: Did Government do enough immediately to fight the Depression?

Major Ideas:

- Supply and demand interact to establish price in a market economy.
- State governments can act as "seedbeds" for national policy CHANGES.

Performance Objectives: Students will be able to:

- Review the conditions caused by the Depression confronting the local, state and national governments.
- Describe the measure taken by the Hoover administration to combat the Depression (e.g., Reconstruction Finance Corporation, Agricultural Farm Board, etc.)
- Explain measures taken by local governments in New York: soup kitchens and a modified "New Deal".
- Assess to what degree the measures instituted by the governments were effective in changing economic conditions during the early years of the Depression.

Aim 62: Who should have been elected President in 1932?

Major Ideas:

- Supply and demand interact to establish price in a market economy.
- State governments can act as seedbeds for national policy CHANGES.

Performance Objectives: Students will be able to:

- Discuss the major issues of the 1932 Presidential Election.
- Describe the position taken by Roosevelt and Hoover on the issues.
- Take a stand as to which candidates should have been elected president in 1932.

Aim 63: Did the first hundred days of the New Deal do more to fight people's fears or the conditions created by Depression?

Major Ideas:

- The Great Depression strained community and family resources calling into question traditional methods of helping people.

Performance Objectives: Students will be able to:

- Discuss the conditions existing in the United States at the time of the election of Franklin D. Roosevelt.
- Evaluate the measures promulgated during the first hundred days of the New Deal as a means of fighting the depression.
- Assess to what degree the New Deal was intended to reduce the fear or the conditions caused by the Depression (e.g., fireside chats).

Aim 64: How successful was the New Deal in fighting the Depression?

- The Great Depression strained community and family resources calling into question traditional methods of helping.

Performance Objectives: Students will be able to:

- Discuss the impact of New Deal measures such as AAA, WPA, NRA and FHA on the problems created by the Depression.
- Compare and contrast data from 1932 (before the New Deal) to 1939 figures, to ascertain the effects of the New Deal on the economy.

Aim 65: Did the New Deal make Americans too dependent on the Government?

Major Ideas:

- The Great Depression strained community and family resources calling into question traditional methods of helping.

Performance Objectives: students will be able to:

- Explain how New Deal legislation resulted in the government an increased role in our daily lives (e.g., Social Security, minimum wage and child labor regulations.)
- Take a stand as to whether the New Deal resulted in making Americans too dependent on government.

Aim 66: How global was the Great Depression?

Major Ideas:

. American INTERDEPENDENCE with other nations had grown to the point that its economic collapse shook Western society.

Performance Objectives: Students will be able to:

. Explain how trade and loans tied the Western economies together.

. Describe the similarities of the Great Depression in different nations with regard to tighter credit, business failures, decreased money supply and lowered demand, lower production and widespread unemployment.

. Evaluate the degree to which other nations could have avoided the effects of the Great Depression in the United States.

Aim 67: Did the popular CULTURE of the 1930's reflect the times or try to make people forget the Depression?

Major Ideas:

. The Depression fostered two forms of artistic expression: escapist and social commentary.

Performance Objectives: Students will be able to:

. Analyze examples of popular CULTURE of the 1930's (literature, music, painting and movies).

. Compare and contrast the popular CULTURE of the 1930's and today.

. Describe the role played by the Federal government in supporting the arts through the Works Progress Administration (WPA).

. Hypothesize as to whether the purpose of popular CULTURE is to reflect the times or the dreams of the artists.

Aim 68: Would totalitarian regimes have come to POWER if there was no Depression?

Major Ideas:

- American INTERDEPENDENCE with other nations had grown to the point that is economic collapse shook Western society.
- Totalitarian ideologies offered a dogma that explained conditions in simplistic terms, viewing problems in terms of good and evil, and setting victory as a national goal.

Performance Objectives: Students will be able to:

- Discuss how the worldwide Depression affected Italy, Germany, Spain and Japan.
- Explain how inflation and unemployment were major factors in destabilizing democratic regimes throughout the world, leading to one-party governments headed by strong individuals.
- Describe how totalitarian regimes used armies and police forces, and how propaganda and arts and literature were used to endorse official policies.
- Take a position as to whether the rise of totalitarian regimes in Italy, Germany, Spain and Japan could have been averted if there had been no Depression.

Aim 69: Should the United States have done more to combat totalitarianism in the 1930's?

Major Ideas:

- Totalitarian ideology offered simplistic solutions to complex international problems.
- Foreign policy decisions are often the result of reaction rather than action.

Performance Objectives: Students will be able to:

- Explain the effects of totalitarian ideologies on the people of Germany, Italy, Spain and Japan.
- Evaluate United States reactions to totalitarian aggression and deprivations in the period between the wars.
- Hypothesize as to whether a strong United States stand against the totalitarian regimes would have averted a second World War.

Aim 70: Did the Good Neighbor policy best serve the interest of the United States or Latin America?

Major Ideas:

- Geographic location continued to be an important factor in foreign affairs as indicated by continued involvement in Latin America.

Performance Objectives: Students will be able to:

- Explain what is meant by the Good Neighbor policy and how it marked a change from previous United States policy.
- Discuss how implementation of the Good Neighbor policy strengthened hemispheric defenses against totalitarianism (e.g., United States policy toward Mexican expropriation of petroleum companies).
- Make a judgment as to whether the Good Neighbor policy best served the interests of the United States or Latin America.

UNIT 10: The United States Assumes Worldwide Responsibilities

I. WORLD WAR II

Aim 71: Were the seeds for World War II planted in the treaty ending World War I?

Major Ideas:

. War can result from ideological, political economic and/or political conflicts.

Performance Objectives: Students will be able to:

. Discuss how each of the following was a fundamental cause of World War II: the Versailles Treaty, the Great Depression, rise of totalitarianism, the rearming of Germany, isolationism and the failure of the League of Nations.

. Analyze the causes for World War II and determine if the seeds of World War II were planted in the Treaty of Versailles.

Aim 72: Did the alliances formed before World War II do more to keep the peace or encourage war?

Major Ideas:

. Alliances established to combine POWER are based on many factors such as economic goals geography and political ideology.

Performance Objectives:

. Describe the alliances formed by the major world POWERS prior to WW II (i.e., the Axis POWERS and the Allied POWERS).

. Explain the reasons motivating each of these alliances, and the position of the United States after they were formed.

. Discuss the effects of the formation of these alliances.

. Take a position as to whether these alliances served to keep the peace or encourage war.

Aim 73: How neutral was the United States before entering World War II?

Major Ideas:

- Appeasement is not often successful at stopping aggressive behavior.
- Alliances established to combine POWER are based on many factors such as economic goals geography and political ideology.

Performance Objectives: Students will be able to:

- Summarize the debate over neutrality that raged in the United States during the Presidential election year of 1940.
- Describe examples of Axis aggression from Munich to the invasion of Poland and its impact on the United States.
- Explain the importance of the Atlantic Charter in changing America's strictly neutral role in the war.
- Determine whether the United States abandoned claims to neutrality through programs like Lend Lease, and the destroyers-for-bases deal.

Aim 74: Was war between the United States and Japan inevitable?

Major Ideas:

- Outside forces sometimes act to force political decisions upon nations.

Performance Objectives: Students will be able to:

- Describe the events that led to the attack of Japan on Pearl Harbor.
- Take a position as to whether the Japanese were the aggressors or whether they were provoked into attacking the United States.
- Analyze the degree to which war between Japan and the United States was inevitable by the end of 1941.

Aim 75: Should the new technology of fighting wars unveiled in World War II have been praised or condemned?

Major Ideas:

. TECHNOLOGY has increased people's capacity to accomplish good and evil.

Performance Objectives: Students will be able to:

. Explain how each of the following increased the destructive effects of war: the Blitzkrieg, aerial bombing, the atomic bomb, the TECHNOLOGY of the Holocaust.

. Describe the TECHNOLOGY derived from the World War II which benefited mankind: radar, jet propulsion, the development of new antibiotics.

. Evaluate the value to mankind of the technological innovations unveiled during World War II.

Aim 76: How was World War II fought at home?

Major Ideas:

. Outside forces sometimes act to force political decisions upon nations.

. When threatened, humans are capable of reacting with an enormous ability to work and sacrifice for the defense of freedom.

. In wartime not all actions are just.

Performance Objectives: Students will be able to:

. Identify: Nisei, Executive order 8802, war bonds, rationing, Rosie the Riveter, and the role each played during World War II.

. Describe the impact of World War II on Blacks, Japanese, women and other minorities.

. Determine the degree of validity of the following statement: World War II acted to liberate minorities in the United States.

Aim 77: How did World War II affect the everyday lives of the American people?

Major Ideas:

. When threatened, humans are capable of reacting with an enormous ability to work and sacrifice.

Performance Objectives: Students will be able to:

. Discuss the effects shortages, rationing, blackouts and air raids on the way civilians lived in wartime America.

. Describe the effects of World War II on employment opportunities, family life and the educational system.

. Evaluate the degree to which wartime sacrifices were necessary.

. Describe how the lives of the American people were affected by World War II.

Aim 78: Should President Truman have used the atomic bomb to end the war with Japan?

Major Ideas:

. In wartime, not all actions are just.

. Unresolved issues of one war sometimes set the stage for new conflicts.

Performance Objectives: Students will be able to:

. Describe the wartime status of the United States and Japan as of July 1945.

. Analyze the arguments for and against using atomic weapons against Japan to end World War II.

. Take a position as to whether the United States should have dropped the atomic bomb on Hiroshima and Nagasaki to end World War II.

Aim 79: Did the treaties ending World War II set the stage for a lasting peace?

Major Ideas:

. Unresolved issues of one war sometimes set the stage for new conflicts.

Performance Objectives: Students will be able to:

. Discuss the results of the major post World War II conferences Casablanca, Teheran and Yalta.

. Compare and contrast the treatment of the defeated nations after both World War I and II.

. Evaluate the effectiveness of the treaties ending World War II in keeping the peace.

Aim 80: Who is most to blame for the Holocaust?

Major Ideas:

. Nations attempted to enforce JUSTICE to project HUMAN RIGHTS.

. TECHNOLOGY has increases people's capacity to accomplish good and evil.

Performance Objectives: Students will be able to:

. Explain what is meant by the Holocaust.

. Describe the role of Germans, allied POWERS and other parties in allowing the Holocaust to occur.

. Discuss the findings of the Nuremberg Trials.

. Determine the degree to which the Holocaust could have been avoided.

. Make a judgment as to who should be blamed for the Holocaust.

Aim 81: Did the United Nations have a greater chance to succeed than the League of Nations?

Major Ideas:

. The United Nations was established in recognition of the fact that the world's countries have competing interests as well as common concerns.

Performance Objectives: Students will be able to:

. Describe the structure, function and stated goals of the United Nations

. Compare and contrast the structure, functions and stated goals of the United Nations with those of its predecessor, the League of Nations.

. Make a judgment as whether the failings of the League of Nations had been corrected in the establishment of the United Nations.

Aim 82: How effective has the United Nations been in maintaining world peace? (case studies: India-Pakistan dispute, Korean War, Arab-Israeli dispute)

Major Ideas:

. The United Nations was established in recognition of the fact that the world's countries have competing interests as well as common concerns.

Performance Objectives: Students will be able to:

. Discuss the role of the United Nations in settling or mediating one of the above international disputes.

. Take a position as to whether the United Nations has been successful in resolving international disputes effectively.

Aim 83: Was the Soviet Union or the United States more responsible for starting the Cold War?

Major Ideas:

- The United States and the Soviet Union emerged from WW II as the world's dominant POWERS.
- ETHNOCENTRISM characterizes the foreign policy of most world POWERS.

Performance Objectives: Students will be able to:

- Trace the beginning of the Cold War from disagreements at the postwar conferences to confrontations between the United States and U.S.S.R. in Greece and Berlin.
- Discuss reasons for the formation of alliances at the end of World War II (e.g., NATO, Warsaw Pact)
- Discuss alternatives to the Cold War for the United States and the Soviet Union.
- Take a position as to which party was primarily responsible for the Cold War.

Aim 84: Was the Allied policy of containment the best way of dealing with Soviet expansion?

Major Ideas:

- Containment of an opponent through military alliances is a common strategy.

Performance Objectives: Students will be able to:

- Describe the policy of containment defined by Truman in the Truman Doctrine, Marshall Plan, Point IV program.
- Describe the role of Canada in the containment policy (i.e., Distant Early Warning line and NORAD).
- Suggest other alternatives to containment for dealing with Soviet expansion.
- Assess the degree to which containment represented the most effective way of dealing with Soviet expansion?

Aim 85: Should the United States have followed a more friendly policy towards mainland China immediately after World War II?

Major Ideas:

- Unresolved issues of one war sometimes set the stage for new conflicts.
- Containment of an opponent through military alliances is a common strategy.
- Competition for SCARCE resources and/or strategic locations often leads to conflict.

Performance Objectives: Students will be able to:

- Discuss the United States' role in supporting the regime of Chiang Kai-Shek in China.
- Explain the reasons for the success (1949) of the Communist Revolution in China and the United States' reaction to it.
- Analyze the pros and cons of the United States policy of non-recognition of the People's Republic of China.

Aim 86: Could the United States have avoided involvement in the Korean War?

Major Ideas:

- Leaders may react in a crisis to avoid showing weakness as much as to show strength.

Performance Objectives: Students will be able to:

- Trace the events that lead to the outbreak of the Korean War in 1950.
- Assess the responsibility of the Soviet Union and the United States in bringing about this conflict.
- Take a position as to whether the Chinese entrance into the war was an act of aggression or self-defense.
- Discuss alternatives to war available to the United States in 1950.

III. THE UNITED STATES IN A WORLD OF TURMOIL

Aim 87: Does the Soviet Union deserve to win the competition for the friendship of the Third World?

Major Ideas:

. Democratic ideals of freedom and self-determination spread.

Performance Objectives: Students will be able to:

. Describe the means by which the "third world" nations emerged from a breakdown in the colonial system in the postwar era.

. Compare and contrast Soviet and American policy towards the emerging or third world nations.

. Evaluate the success of the United States and Soviet Union in winning allies among Third World nations.

. Form a hypothesis to explain the reasons for the Soviet Union's having greater success in winning friends.

Aim 88 How vital is the Middle East to United States interests?

Major Ideas:

. Competition for SCARCE resources and/or strategic locations often leads to conflict.

. SCARCITY, INTERDEPENDENCE and CULTURAL diffusion have brought many nations into conflict with one another.

Performance Objectives: Students will be able to:

. Locate the Middle East on a world map.

. Explain the reasons that the resources and strategic position of the Middle East make it an area which is vital to all the industrial nations of the world.

. Analyze the role of the United States in: the Arab-Israeli conflict, the Lebanese revolt and civil war, and the Iran-Iraq war.

Aim 89: Would compromise or confrontation be a better way of dealing with communist nations in Latin America?

Major Ideas:

. The realities of a shrinking and more dangerous world act to bond some countries together while driving others apart.

. Democratic ideals of freedom and self-determination spread.

Performance Objectives: Students will be able to:

. Describe the United States' policy towards communist-supported nations in Latin America during the last three decades (e.g., Cuba, Chile, Nicaragua, etc.)

. Make a judgment as to whether the United States has acted as a good neighbor toward the nations of Latin America since World War II.

Aim 90: Did the United States fight too hard or not hard enough to win the Vietnam War?

Major Ideas:

. SCARCITY, INTERDEPENDENCE and cultural diffusion have brought many nations into conflict with one another.

. Democratic ideals of freedom and self-determination spread.

Performance Objectives: Students will be able to:

. Explain the means by which United States became involved in the Vietnam War.

. Describe tactics used by the United States to fight in Vietnam (e.g., firebombing, defoliation, agent orange).

. Analyze the pros and cons of United States involvement in the Vietnamese War.

Aim 91: Have Americans benefitted from the increasing global economic INTERDEPENDENCE of the 20th century?

Major Ideas:

- SCARCITY, INTERDEPENDENCE and cultural diffusion have brought many nations into conflict with one another.

Performance Objectives: Students will be able to:

- Define economic INTERDEPENDENCE.
- Discuss economic INTERDEPENDENCE in relation to: the SCARCITY of certain natural resources, increased trade and travel, cultural assimilation and international competition for markets.
- Identify examples of INTERDEPENDENCE and links to foreign countries in their own communities.
- Describe examples of cooperative ventures in the Western Hemisphere.
- Analyze the advantages and disadvantages of increased economic INTERDEPENDENCE especially as it relates to the trade deficit and energy dependence.

UNIT 11: The Changing Nature of the American People from World War II to the Present

I. AN AGE OF PROSPERITY CHARACTERIZED THE POSTWAR SOCIETY

Aim 92: How widespread was the post-World War II economic boom in the United States?

Major ideas:

. Following a brief postwar recession sustained prosperity made it appear there were few limits to economic growth.

Performance Objectives: Students will be able to:

. Give examples of the post-World War II economic prosperity experienced by the United States (e.g., technological advances, declining unemployment, geographical migration, higher productivity and wages.)

. Discuss the existence of widespread pockets of poverty within the midst of prosperity.

. Explain how such poverty can exist during a period of prosperity.

. Determine to what degree all Americans prospered as a result of the post World War II economic boom.

Aim 93: How have employment patterns CHANGED in our City and State since World War II?

Major Ideas:

. Technological improvement and changing social values led to variations in work patterns.

. Following a brief recession sustained prosperity made it appear there were few limits to economic growth.

Performance Objectives: Students will be able to:

. Explain the economic CHANGES that have occurred in New York State and City since 1945 (e.g., the change from a manufacturing to a service economy).

. Analyze the degree to which New Yorkers as a whole benefitted from these postwar CHANGES.

. Describe the changing role of women and minorities in the workforce.

. Evaluate the distance which women and minorities have to go to reach equality with other groups.

Aim 94: Is American society today too youth-oriented?

Major Ideas:

- Family behavior and roles continued to CHANGE in the years after World War II but the CHANGES were compatible with trends visible in earlier years.
- A post war "baby boom," fostered by the nation's prosperity, caused America to become a youth-oriented society.

Performance Objectives: Students will be able to:

- Compare and contrast the importance of youth in American society today with that of other times.
- Cite aspects of American society today that reflect an emphasis on youth (e.g., business and entertainment).
- Determine the advantages and disadvantages of having a youth-oriented CULTURE.

Aim 95: How successful has the civil rights movement since World War II been in achieving equality for minorities?

Major Ideas:

- While prosperity reinforced the vision Americans had of their country as a special place with the resources to solve almost any problem, some groups in society had a vision of a better America but lacked the resources to make that vision a reality.
- Striving for HUMAN RIGHTS is an important step in American evolution toward true democracy.

Performance Objectives: Students will be able to:

- Cite examples of discrimination faced by minorities in the United States (e.g., in employment, education and Native American land claims).
- Discuss important executive and judicial decisions supporting equal rights.
- Describe actions taken by civil rights leaders, such as Martin Luther King, in achieving equal political and economic rights for all.
- Evaluate the success of the civil rights movement in achieving equality for minorities.

AIM 96: Have the most recent immigrants to the United States received a better welcome than immigrants in the past?

Major Ideas:

- International migrations often resulted in cultural diffusion and/or conflict between ethnic groups.
- The experience of the immigrants varied with the region of the country in which they settled.

Performance Objectives: Students will be able to:

- Identify the areas of the world from which most immigrants have come in recent years.
- Compare and contrast the experiences of America's immigrants today with those of the past.
- Discuss the problems faced by the immigrants of the 1980's (e.g., language barriers, poverty).

Aim 97: Do women today need an Equal Rights Amendment?

Major ideas:

- While there were significant CHANGES in the role of women in the economy and politics, many individuals still felt that the woman's place was "in the home"; this attitude bestowed a second-class CITIZENSHIP on them.

Performance Objectives: Students will be able to:

- Describe discrimination faced by women today in American society.
- Evaluate goals of feminist groups regarding education, employment, role in society and the family.
- Explain the implications of the passage of the Equal Rights Amendment.
- Determine whether women would benefit from the passage of the Equal Rights Amendment.

Aim 98: How has the growth of the Sunbelt affected New Yorkers?

Major Ideas:

- Regions continue to exist but because of migrations POWER has shifted.

Performance Objectives: Students will be able to:

- Identify the areas of the United States that comprise the Sunbelt.
- Analyze the political and economic ramifications of the shift of population to the Sunbelt for New Yorkers.

Aim 99: Has the increasing POWER of the National Government since World War II benefitted the average American?

Major Ideas:

- During the postwar years political POWER continued to shift from the states to the Federal Government, but not without conflict.

Performance Objectives: Students will be able to:

- Summarize the concept of federalism as defined in the Constitution.
- Describe the areas of American life in which the POWER of the Federal Government has expanded.
- Take a position as to whether the average American has benefited from the exercise of greater POWER by federal government at the expense of state and local government.

II. POSTINDUSTRIAL SOCIETY USHERS IN THE AGE OF LIMITS

Aim 100: Has the United States reached the end of its economic superiority?

Major Ideas:

- Misperceptions about the limits of growth resulted in CHANGING attitudes among Americans toward their own society and the rest of the global community.

Performance Objectives: Students will be able to:

- Summarize the reasons why United States has been described as the greatest economic POWER in the history of the world.
- Explain how each of the following problems pose threats to America's world economic supremacy: inflation, unfavorable balance of trade, foreign competition.
- Discuss the implication of the above threats to the well-being of Americans and United States claims to international economic domination.

Aim 101: Can we continue our economic growth without threatening the ENVIRONMENT?

Major Ideas:

- Increased awareness of ENVIRONMENTAL limitations resulted in organized attempts to conserve and protect the world's resources.

Performance Objectives: Students will be able to:

- Describe reasons that continued economic growth threatens the ENVIRONMENT.
- Evaluate government attempts to protect the ENVIRONMENT.
- Make a judgment as to whether economic growth is possible in the face of increasing concern about the ENVIRONMENT.

Aim 102: Should the American family today be more like it was long ago?

Major Ideas:

. A postwar baby boom caused America to become a youth-oriented society.

Performance Objectives: Students will be able to:

. Trace the role of family units until the post-World War II period.

. Describe the effects of the postwar era on child-centered families.

. Explain the effects that women seeking full or part-time employment has had on the American family.

. Analyze the effects of the CHANGES which have occurred since World War II on the American family.

Aim 103: How has the world of work CHANGED since the end of World War II?

Major Ideas:

. About the limits of growth resulted in CHANGING attitudes among Americans toward their own society and the rest of the global community.

. CHANGING patterns in the nation's economy resulted in CHANGES in the nature of work and employment.

Performance Objectives: Students will be able to:

. Describe the shifting patterns and types of employment (e.g. decline in industrial jobs, increase in jobs in the service, increasing mobility of workers).

. Explain the growing acceptance of retirement as a distinct stage of life.

. Discuss the effects of the increased role of women in the work force.

. Evaluate the effects of the changing employment patterns on job-related skills of future employees.

Aim 104: Has conservativism triumphed over liberalism in the hearts of the American people?

Major Ideas:

. Reaction to liberal CHANGES of the 1960's and 1970's resulted in a conservative retrenchment in the 1980's.

Performance Objectives: Students will be able to:

. Identify the terms "conservatives," "liberals."

. Discuss the evidence of a shift toward conservativism, away from liberalism, in political, economic and social aspects of American life in the 1980's.

. Describe the reasons for the increased appeal of conservativism in the 1980's.

. Evaluate the effects of the conservative "counter-revolution" insofar as it has led to a change from the liberalism fostered since the New Deal.

III. THE AMERICAS MOVE TOWARD THE 21TH CENTURY

Aim 105: Is technology changing life in the United States too fast?

Major Ideas:

- The ever-increasing rapidity of CHANGE necessitates the development of skills and methods for planning and coping with alternative futures.
- CHANGE is an ongoing phenomenon that will affect every aspect of life in the United States, New York and the local community.

Performance Objectives: Students will be able to:

- Give examples of areas of American life in general which have experienced, and continue to experience, great change.
- Analyze the effects of great CHANGES on the American people.
- Assess the advantages and disadvantages of great change coming so fast.

Aim 106: Will the future bring closer relationships between the United States and our neighbors in Canada and Mexico?

Major Ideas:

- CHANGES affecting our hemispheric neighbors will also have significant affects on the United States.

Performance Objectives: Students will be able to:

- Describe existing relations between the United States and its contiguous neighbors, Canada and Mexico.
- Discuss the economic and political problems that exist between the United States and its hemispheric neighbors.
- Suggest alternative solutions to these problems.
- Justify their predictions as to hemispheric relations in the future.

UNIT 12: CITIZENSHIP in Today's World

I. CITIZENSHIP IN THE UNITED STATES

Aim 107: Does our National Government have too much POWER?

Major Ideas:

- The Constitution of the United States has evolved over time to meet the needs of its citizens.

Performance Objectives: Students will be able to:

- Describe the historical foundations for federalism (e.g., the Iroquois Confederacy)
- Trace the National Government's expansion of POWER since the signing of the Constitution (e.g., the Hamilton vs. Jefferson debate, sectionalism before the Civil War, and assertion for POWER after the Civil War).
- Explain the reason for the expanding POWER of the national government.
- Analyze the effects of the national government's expansion of POWER on business, working groups, the poor, and minorities.
- Take a position defending or opposing the increase of POWER gained by the Federal government since the end of World War II.

Aim 108: Has the separation of POWERS done more to help or prevent democratic government in the United States?

Major Ideas:

- The Constitution of the United States has evolved over time to meet the needs of its citizens.

Performance Objectives: Students will be able to:

- Define the meaning and give examples of separation of POWERS.
- Trace the development of the concept of separation of POWERS since the signing of the Constitution (i.e., Marbury v. Madison [1803], Gibbons v. Ogden [1824], United States v. Nixon [1974]).
- Explain the reasons a system of checks and balances has been instituted as a cornerstone of the Constitution.
- Analyze the effects of the separation of POWERS on democratic government in the United States.

Aim 109: How far should the protection of individual rights under the Constitution be allowed to go?

Major Ideas:

. The Constitution of the United States has evolved over time to meet the needs of its citizens.

Performance Objectives: Students will be able to:

. Summarize individual rights granted in the Bill of Rights.

. Trace the development of individual rights in the United States (e.g., the Zenger case [1735], Dred Scott v. Sanford [1857], Brown v. Bd. of Ed. [1954], Miranda v. Arizona [1966], Tinker v. Des Moines Independent School District [1969]).

. Make a judgment as to whether the Supreme Court is going too far in protecting individual rights.

Aim 110: Has the Supreme Court done enough to protect the rights of women and minorities?

Major Idea:

. The Constitution of the United States has evolved over time to meet the needs of its citizens.

Performance Objectives: Students will be able to:

. Discuss the Supreme Court's decisions relating to the rights of women and minorities (e.g., Roe v. Wade [1973], Bakke [1978], Weber [1979]).

. Analyze the impact of the Court's decisions on women, minorities and other groups in society.

. Make a judgment as to whether affirmative action plans are the best way to protect the rights of women and minorities.

Aim 111: Has the amendment process served as an effective means of keeping the constitution up to date?

Major Ideas: The Constitution of the United States has evolved over time to meet the needs of its citizens.

Performance Objectives: Students will be able to:

- Explain the amendment process as outlined in the Constitution.
- Discuss how the following Amendments have CHANGED the nature of our constitutional system: the fourteenth, seventeenth, eighteenth and nineteenth.
- Describe the attempts to pass the equal rights and balanced budget amendments.
- Evaluate whether the amendment process has been an effective means of updating the Constitution.

Aim 112: Should it be easier to become an American citizen?

Major Ideas:

- The basis of CITIZENSHIP has CHANGED in the United States.

Performance Objectives: Students will be able to:

- Explain the means by which an individual may become an American citizen (i.e., "law of the soil" CITIZENSHIP by virtue of having an American parent, CITIZENSHIP through naturalization).
- Describe the relationship between the illegal aliens issue and the requirements for CITIZENSHIP.
- Take a position as to whether the process described for becoming an American citizen should be modified.

Aim 113: Should more be expected of American citizens?

Major Ideas:

- The American legal and POLITICAL SYSTEMS guarantee the rights of citizens and entrust them with certain civic responsibilities.
- As our perceptions of the role of government have CHANGED, the role of the citizens has CHANGED.

Performance Objectives: Students will be able to:

- Discuss the civil and legal obligations of American CITIZENSHIP (e.g., keeping informed, participating in political processes, obeying the law etc.)
- Evaluate the degree to which the obligation of CITIZENSHIP are currently being met.
- Propose a Bill of Obligations for American citizens.
- Predict the changing roles for citizens of the future.
- Take a position as to whether more should be expected of American citizens.

Aim 114: Should a new Constitution be written?

Major Ideas:

- The constitution of the United States has evolved over time to meet the needs of our citizens.
- American society is a society based on laws that protect and preserve fundamental HUMAN RIGHTS.
- The American legal and POLITICAL SYSTEMS guarantee the rights of CITIZENS and entrust them with certain civic responsibilities.

Performance Objectives: Students will be able to:

- Discuss reasons why some people have called for a new constitutional convention.
- Suggest possible revisions in the Constitution.
- Analyze the pros and cons of undertaking a re-writing of the Constitution.

II. CITIZENSHIP IN STATE AND LOCAL GOVERNMENTS

Aim 115: Do New Yorkers still need their own Constitution?

Major Ideas:

- CHANGES in the role of government at the federal level have greatly influenced the function and role of New York State government.
- The Constitution of New York State has evolved to meet the needs of the State's citizens.

Performance Objectives: Students will be able to:

- Compare and contrast the structure and function of the United States and New York State Constitution.
- Discuss the individual rights which are guaranteed to the People of New York by their state constitution.
- Examine present constitution and decide whether additional amendments are required.
- Describe New York's role in our federal system and how that role has CHANGED during the period in which the POWERS of the federal government have greatly expanded.
- Assess the necessity of a separate constitution for New Yorkers.

Aim 116: How important are the services provided to New Yorkers by their city and state governments?

Major Ideas:

- The Constitution of New York State has evolved to meet the needs of the State's citizens.
- CHANGES in the role of government at the federal level have greatly influenced the function and role of New York State government.

Performance Objectives: Students will be able to:

- Describe the structure and function of local government (e.g., home rule, agent for state and federal programs).
- Explain the influences that both the federal and state government have on the POWER exercised by local government.
- Discuss which essential services are provided by state and local governments.
- Evaluate the degree to which state and federal government could perform services better than the local government.

Aim 117: Can the duties and responsibilities of the Governor of New York be compared to those of the President of the United States?

Major Ideas:

. The POWER exercised by local government is influenced by both federal and state governments.

Performance Objectives: Students will be able to:

. Discuss the duties and responsibilities of the Governor of the State of New York.

. Compare and contrast those duties and responsibilities with those of the President of the United States.

Aim 118: Could New York State laws be made in a better way?

Major Ideas:

. Local governments affects the daily lives of citizens in many.

Performance Objectives: Students will be able to:

. Explain the procedures by which a bill becomes a law in New York State.

. Compare and contrast the structure and function of the New York State legislature with the United States Congress.

. Evaluate the effectiveness of the law-making procedure in New York State.

Aim 119: How effectively do Borough Presidents work for the benefit of their constituents?

Major Ideas:

. Local governments affect the daily lives of citizens in many ways.

. The POWER exercised by local governments is influenced by both federal and state governments.

Performance Objectives: Students will be able to:

. Describe the role of the Borough President in city government.

. Explain how the role of Borough President has CHANGED over the years.

. Assess the effectiveness of the Borough Presidents.

Aim 120: Do citizens have enough input in the spending of local and state tax dollars?

Major Ideas:

- Local governments affect the daily lives of citizens in many ways.

Performance Objectives: Students will be able to:

- Discuss existing ways citizens can influence the way their tax dollars are spent.
- Evaluate whether citizens presently have enough influence over the way their tax dollars are spent.
- Propose revisions in the State Constitution and City Charter to increase the average citizen's participation in government.

III. COMPARATIVE CITIZENSHIP

Aim 121: How similar to the United States are Canadian and Mexican ideas about government?

Major Ideas:

. The POLITICAL SYSTEMS in the other parts of the hemisphere are similar to and different from the American system.

Performance Objectives: Students will be able to:

. Compare and contrast the POLITICAL SYSTEMS of Canada and Mexico with that of the United States.

. Suggest features of Canadian and/or Mexican POLITICAL SYSTEMS which should be incorporated into our Constitution.

Aim 122: How concerned should we be about the problems faced by people in other countries?

Major Ideas:

. As citizens of the world, we also have responsibilities toward all other people.

Performance Objectives: Students will be able to:

. Describe the role of INTERDEPENDENCE in the world today.

. Analyse how the following issues are impacted by increasing INTERDEPENDENCE: peace, JUSTICE, equality, starvation and HUMAN RIGHTS.